

THE CHICAGO THEOLOGICAL SEMINARY Register

CATALOGUE
NUMBER



THIS GALILEAN

For the doctrine of the Kingdom of Heaven as Jesus seems to have preached it was no less than a bold and uncompromising demand for a complete change and cleansing of the life of our struggling race,—an utter cleansing without and within.

He was like some terrible moral huntsman digging mankind out of the snug burrows in which they had lived hitherto. In the white blaze of this kingdom there was to be no property, no privilege, no pride of precedence; no motive indeed and no reward, but love.

For to take him seriously was to enter upon a strange and alarming life, to abandon habits, to control instincts and impulses, to essay an incredible happiness.

Is it any wonder that to this day this Galilean is too much for our small hearts?

—H. G. WELLS

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REGISTER

CATALOGUE NUMBER

EIGHTY-THIRD ACADEMIC YEAR
1940-1941

ANNOUNCEMENTS FOR THE SESSIONS OF
1941-1942



ALBERT W. PALMER, D.D., LL.D., LITT.D., *President*
5757 UNIVERSITY AVENUE
CHICAGO

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The Faculty of the Divinity School of the University of Chicago, courses under whom are available to Seminary students, will be found listed on page 37.

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Calendar

1941

May 13-16	Comprehensive Examinations
May 19 Monday	Spring Retreat
May 30 Friday	Memorial Day: a holiday
June 5 Thursday	Baccalaureate Service
June 6 Friday	Commencement
June 6 Friday	Spring Quarter ends
July 28-Aug. 8	Pastors' Summer Institute
Sept. 4 Thursday	Tuition Scholarship Applications
Sept. 30-Oct. 3	Field Work Institute for First Year Students
Oct. 4 Saturday	AUTUMN QUARTER BEGINS: REGISTRATION
Oct. 7 Tuesday	Classes meet
Nov. 1 Saturday	Approval of B.D. and M.A. Thesis Subjects; Application for M.A. Degree Candidacy
Nov. 20 Thursday	Thanksgiving Day: a holiday
Dec. 5 Friday	Tuition Scholarship Applications
Dec. 19 Friday	Autumn Quarter ends

1942

Jan. 5 Monday	WINTER QUARTER BEGINS
Feb. 2-6	Ministers' Week
Feb. 12 Thursday	Lincoln's Birthday: a holiday
Feb. 23 Monday	Washington's Birthday: a holiday
Feb. 28 Saturday	Tuition Scholarship Applications
Mar. 20 Friday	Winter Quarter ends
Mar. 30 Monday	SPRING QUARTER BEGINS
April 5 Sunday	Easter
April 7 Tuesday	Complete first draft of theses due
April 21 Tuesday	Final draft of theses due
April 21 Tuesday	Oral Presentation of Theses
May 19-22	Comprehensive Examinations
May 30 Saturday	Memorial Day: a holiday
June 11 Thursday	Baccalaureate Service
June 12 Friday	Commencement
June 12 Friday	Spring Quarter ends

General Information

PURPOSE AND HISTORY

The Chicago Theological Seminary was founded in 1855 by a group of Congregational ministers and laymen "to furnish instruction to young men preparing for the Gospel ministry," according to its charter, and was to be "equally open to all denominations of Christians"—a very forward-looking provision for that day. It has sought to live up to the pioneer spirit of its founders by constantly developing new features in Christian education to meet the changing needs. Foreign-language institutes were maintained at one time to train leadership for the large immigrant population in the eighties. Dr. Graham Taylor, a pioneer in Christian social work, was brought to Chicago in 1894 for his life-work as professor of Christian Economics in this Seminary. More recently the Seminary has pioneered in the clinical study of personality problems, church and community surveys, both urban and rural, and in utilizing the religious values of art and drama, literature, and music. It also provides practical laboratory experience for students through carefully supervised field work.

The Seminary is a member of the American Association of Theological Schools. It has also been examined and is accredited by the Accreditation Commission of that association.

In 1915 the Seminary removed to the neighborhood of the University of Chicago, with which it is affiliated through the Divinity School of the University. Students thus enjoy the advantage of two theological faculties and a university internationally known for its high standards. (For further information see pp. 35-42.)

The Congregational Training School for Women, incorporated in 1909 to meet the increasing demand for women with professional training for religious work, was merged with the Seminary in 1926.

LOCATION AND BUILDINGS

The Seminary has a strategic location immediately adjacent to the University of Chicago and seven miles southeast of the business section of Chicago known as the "Loop." It is one block north of the Midway Plaisance, halfway between Washington and Jackson parks, and about one mile from Lake Michigan.

The main building of the Seminary, completed in 1928 and pictured

on the cover of this catalogue, embodies several units as follows: The Graham Taylor Assembly Hall, including the offices of business administration; the Henry M. Hooker Hall, with library, stack rooms, faculty offices, dormitory rooms, and the Charles Sidney Funk Cloisters adjoining; the Victor Fremont Lawson Tower; the Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. It is located on Fifty-eighth Street between University and Woodlawn avenues. Across the street at the corner of Fifty-eighth Street and Woodlawn Avenue are the two residence halls for women—Fensham House and Woodlawn House. All mail, telegrams, and baggage should be addressed to 5757 University Avenue. Still farther east on Fifty-eighth Street is the president's residence, and, beyond that, at Fifty-eighth Street and Kimbark Avenue is Kimbark House, which contains a co-operative dining club on the first floor and apartments for married students above. Adjoining Kimbark House is Montgomery Hall, which also has apartments for married students.

GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were "created a body politic and corporate, to be styled 'The Board of Directors of The Chicago Theological Seminary,' and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also gives the directors "power to confer such degrees as are consistent with the object of the Institution."

According to the constitution (including amendments to June 7, 1927) the Board of Directors calls a convention every third year "for the purpose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require." The next Triennial Convention will meet in 1942.

Under the authority of the charter the constitution further provides for an Executive Committee of twelve elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors."

The Board of Visitors is chosen, one each, by the State Conferences of Congregational Churches of the states represented at the Triennial Convention. They visit the Seminary annually and make reports to their respective Conferences concerning its condition.

REQUIREMENTS FOR ADMISSION

The application for admission to the Seminary calls for a credential as to church membership and for two acceptable character testimonials. For admission as a regular classified student, the Seminary requires a college preparation attested by a Bachelor's degree of recognized worth. Seminary students are also admitted to membership in the University with all its advantages, on the basis of their college credentials which are evaluated by the University Examiner at the Seminary's request.

Students and graduates from accredited seminaries are admitted to advanced standing upon presenting satisfactory certificates.

All students, upon entering or soon thereafter, are required to take two tests: (1) English vocabulary, reading, and placement test. (Those who do not pass this test will be required to take a special course in English composition to be given later in the year. Students who, during their first or second quarter, reveal inadequate proficiency in English will also be expected to take this special course. Satisfactory completion of this course is essential to continuance in the Seminary.) (2) A preliminary speaking and reading test. On the basis of this test students will be assigned to that course in speech best adapted to make them more effective speakers and readers.

A limited number of special students may be admitted by vote of the Faculty to a year of resident work. Such students must have had a considerable portion of a college course and must show by maturity and training that they are prepared to undertake the proposed subjects.

Pretheological courses.—Students who expect to enter the Seminary are advised to take the following courses in college: biology, 1 course; economics, 1 course; English composition, 2 courses; English literature, 2 courses; general history, 2 courses; foreign language (preferably modern), 2 courses; philosophy, 1 course; psychology, 1 course; social psychology, 1 course; sociology, 1 course. If, on entering the Seminary, students are deficient in any of these courses, the deficiency must be made up by courses in the University or elsewhere. In history and English literature

the deficiency may be made up by special courses and examinations set by the Seminary Faculty.

Within the first two weeks after entrance students are expected to secure a health examination through the Student Health Service of the University (see pp. 35-36).

FEES AND EXPENSES

Each student registering in the Seminary pays a quarterly registration fee of \$3.00. There is no tuition fee, but a library and incidental fee of \$35.00 per quarter is charged each student. Diploma fee, on graduation, is \$10.00, or \$15.00 if a hood is desired.

For those living in the men's residence halls, the care of room (including daily service, bedding, furniture, heat, and light) amounts to \$35.00 per quarter (\$55.00 per quarter for all non-Seminary students). A limited number of double rooms is available at a quarterly charge of \$30.00 to each student.

To married students, the Seminary also offers eight furnished apartments (with kitchen facilities) at \$30.00 per month each; and one apartment (without kitchen equipment) at \$25.00 per month.

Other expenses vary according to the individual standards of living. Meals may be secured at the University of Chicago Commons (cafeteria) or at near-by restaurants. Seminary students also conduct two co-operative dining clubs, one at Kimbark House and the other at Woodlawn House. Both are open to men and women. The cost of board at Kimbark Co-operative is slightly less than that of Woodlawn Co-operative, which is approximately \$5.00 per week. Woodlawn Co-operative provides a limited number of full-time board jobs, while Kimbark Co-operative provides an opportunity for any member to earn a portion of his board.

Room and incidental fees are payable quarterly, in advance, at the time of registration. Failure to pay fees promptly leads to penalties and may also result in the refusal of admission to classes. Fees may not be charged against stipends or scholarships but must be paid as a separate transaction.

After the fifth day of the quarter, to secure membership in the Seminary, the consent of the Director of Studies and the payment of a fee of \$5.00 for late registration will be required.

STUDENT EXPENSES

(An estimate based on costs in 1940-41)

Minimum without Board	Per Quarter	Three Quarters
Registration fee.....	\$ 3.00	\$ 9.00
Library and incidental fee.....	35.00	105.00
Care of room, light, and heat.....	35.00	105.00
Laundry and pressing.....	20.00	60.00
Incidentals, carfare, recreation.....	25.00	75.00
	\$118.00	\$354.00
Expense for board if in Kimbark Co-operative (approx.)	55.00*	165.00*
Minimum total.....	\$173.00	\$519.00
Cost of alternative board if in Woodlawn Co-operative..	57.50*	172.50*
Alternative total.....	\$175.50	\$526.50

* Meals on Sundays are not provided by either Co-operative. Thursday evening meal is not provided by Woodlawn because of the Fellowship Dinner at Kimbark.

STUDENT FIELD WORK AND OPPORTUNITIES FOR SELF-HELP

Opportunities for supervised field work are as follows:

Field-work assignments.—Through its relationship with the churches, neighborhood houses, and settlements of the city, the Seminary is able to offer to a limited number of qualified students who maintain certain scholarship standards the opportunity to work as group leaders and counselors in both Sunday and weekday activities under the joint supervision of the Seminary and the respective institutions. An Annual Field-Work Stipend of \$225 for the academic year (paid in nine monthly instalments of \$25 beginning October 15) is paid each student who is selected to work on this basis. These appointments are open, during their first year of residence only, to candidates for degrees who carry a full course and maintain a satisfactory scholarship record. Special students may receive such assignments only provisionally and by special vote of the Committee on Student Relations and Scholarships. All who receive such field-work assignments are members of the "Field-Work Course" (P.T. S311), which provides opportunity for report and discussion of situations met on the field. Preparation for this course, and for assignment to a definite field of service, will begin on the evening of Monday, September 29, when all members of the incoming class will report for the Field Work Institute. This will provide a program of field trips to rural and city churches.

Part-time positions.—The Chicago Congregational Union and the Seminary co-operate with certain churches in Chicago in the support of a

limited number of students as pastors' assistants, directors of religious education, directors of work with boys and girls in neighborhood houses and other forms of leadership. These positions carry a much larger measure of responsibility than ordinary field-work assignments and are open only to properly qualified students whose scholarship record is satisfactory and whose experience has been such as to prepare them for more exacting supervisory duties. These positions pay \$65 a month and normally are open to students during their second and third years of residence in the Seminary.

Student pastorates are available in a limited number. Since class sessions ordinarily are held only on Tuesday, Wednesday, Thursday, and Friday of each week, students may spend the week end on their fields even though at a considerable distance from Chicago. Such field work may be registered for supervision from the Seminary. These rural and town pastorates are open only to mature students of ability and experience.

Research assistantships under the Department of Research and Survey of the Chicago Congregational Union, in co-operation with the Seminary's Department of Social Ethics, are available to especially trained persons who are qualified as advanced students.

Other forms of work may sometimes be obtained, such as service in the University dining-halls, clerical work, desk duty in offices, and library assistantships. The settlements, neighborhood houses, and institutional church centers occasionally find places for experienced workers.

The University's Bureau of Vocational Guidance and Placement maintains a part-time employment service available to Seminary students.

Summer service as pastors, assistants, or vacation-school directors can be secured by a limited number of students through the Congregational Church Extension Boards or the State Conferences. Other specialized forms of summer employment include positions as camp counselors, directors of recreation, and assistants in hospitals.

SCHOLARSHIPS AND FELLOWSHIPS

Six Entrance Scholarships, of \$500 each for the academic year, may be awarded to entering students of high scholarly attainments, nominated by their college presidents from the Senior class each year or from the preceding Senior class. Preference is given to students from Congregational colleges or to Congregational students from other colleges and universities.

Four Junior Fellowships, of \$500 each, may be awarded each year to students of outstanding scholarship and ability in the second- and third-year classes. Recipients of these junior fellowships will be assigned to various departments for special work. They are not to engage in outside

activities for financial remuneration. These fellowships are entitled the Isbell, Newmann, Patton, and Davis junior fellowships.

The Mary B. Hibbard Curtis Research Scholarship of \$500 may be awarded to a student undertaking some definite research project.

Rural and Missionary Scholarships, paying \$50 a quarter, are awarded to a limited number of pastors of small churches to enable them to attend the Seminary.

A Hawaiian Scholarship of \$300 is normally awarded to a properly qualified student from the Hawaiian Islands.

One Foreign Missionary Fellowship may be awarded each year to some missionary home on furlough and nominated by the American Board.

The Ford and Blatchford Fellowships may be awarded in alternate years to the most distinguished member of each graduating class who has studied three years in the Seminary. These pay \$1,000 a year for one or two years and thus provide for graduate study, normally and preferably abroad.

The Lucretia Ambrose Walker Prize of \$50, for the best essay on a topic set by the Department of Christian Theology.

LOANS

The Congregational Education Society lends money to approved students preparing for the Congregational ministry on an extended term repayment agreement. Temporary emergency loans on a strictly business basis, with a signed note and definite repayment date, may be made for small amounts by the Seminary, but only to meet very critical need.

RESPONSIBILITIES OF AIDED STUDENTS

Holders of scholarships are expected to serve as student aids and ushers on formal Seminary occasions and to set a high standard of study and intellectual endeavor.

It is also assumed that all who receive financial aid from the Seminary, either directly or indirectly, will recognize certain basic obligations as implicit in such a relationship. It goes without saying that among these, of course, are a personal life of the highest Christian character and a purpose to pass on any benefits received by gracious and unselfish service to others. Conscientious scholarship, loyal co-operation in the active life of the Seminary, attendance at its stated gatherings, and a constant effort to promote its *esprit de corps* are also ways in which an appreciative spirit will find expression.

THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

Women are admitted to the Seminary upon the same terms as men and have equal opportunities in student field work and in becoming candi-

dates for scholarships. The Seminary trains them for religious leadership as directors or teachers of religious education, church assistants, instructors in weekday religious education, missionaries, or social service workers.

The course of study for each student is worked out in the light of previous preparation and credits sought. The range of courses is wide, including religious education, parish work, church administration, social ethics, worship, music, personnel work, drama, and survey courses in Bible, church history, and missions. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary.

For the two-year professional sequence leading to the Seminary's Master of Arts degree see pages 18-20.

HAMMOND AND UNIVERSITY LIBRARIES

Hammond Library comprises 45,000 books and magazines and 7,744 pamphlets. The library unit consists of the reading-room and three levels of stacks immediately below it. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty. It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in the Middle West. Its most valuable collection, comprising 200,000 original letters, is the archive of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country.

The University library and the library of the Divinity School are also available to Seminary students for general theological study and for research. These libraries total over 1,500,000 bound and catalogued volumes.

THE ALDEN-TUTHILL LECTURESHIP

This foundation provides each year for a series of lectures upon the subject of religion on some frontier of modern life. In 1941 the lecturer was Dr. Fritz Kunkel, of the Pacific School of Religion, on "The Christian Life and Psychotherapy." Earlier lecturers on this foundation were Professor Halford E. Luccock, of the Yale Divinity School, on "A Minister's Workshop"; Professor John C. Bennett, of the Pacific School of Religion, on "Current Theological Perplexities"; Dean Willard L. Sperry, of Harvard Divinity School, on "The Public Prayers of the Church"; Dr. Arthur E. Morgan on "Business and Government"; Professor William E. Hocking on "Foreign Missions"; the Honorable Henry A. Wallace on "Religion and Agriculture"; Dr. Richard C. Cabot on "The Minister, the Doctor, and the Patient"; and Professor Richard Niebuhr on "The Kingdom of God in America."

THE INTERSEMINARY MOVEMENT

All students in The Chicago Theological Seminary are members of the Interseminary Student Union of the Chicago Area, and many are actively engaged in its program. C.T.S. has long been one of the most active schools in this organization which promotes interchurch co-operation among seminary students. Last year's president was from C.T.S., and this year a C.T.S. student is secretary of the movement.

Meetings this past year included a fall student retreat held on the Naperville campus of the Evangelical Theological Seminary on the theme "The Seminary Student and the World Christian Church"; an Institute of Human Relations, held in co-operation with the Chicago Round Table of Jews and Christians dealing with "Religion and Human Freedom"; and the seventeenth annual spring banquet of the Interseminary Student Union of Chicago, featuring Dr. Albert Buckner Coe speaking on "Building a New World." A spirited basketball tournament was held with six seminaries participating—C.T.S. losing the John Timothy Stone trophy to Presbyterian Seminary.

The *Interseminary News Bulletin*, a four-page paper carrying news of the ecumenical activities of the various seminaries was published and distributed monthly to twelve member-seminaries. One of the Council members, a C.T.S. student, made a careful study of Seminary student opinion in the Chicago Area on various angles of "The Seminary Student and the Present War." Out of 460 replies from twelve seminaries and representing twenty-one different denominations, 58 per cent classified as conscientious objectors to war, and 83 per cent went on record as favoring sending food to the starving people in Europe. Small retreats were held in the various seminaries with Roy McCorkel, national secretary and director of the Interseminary Movement of the United States, as discussion leader.

The program for the year 1941-42 includes as a special feature a two-day fall retreat at Lake Geneva for fellowship and study, the publication of the Interseminary paper, a competitive athletic program, co-operation with the Chicago Round Table of Jews and Christians and the Chicago Church Federation, and seminars on various ecumenical problems suggested by the Universal Christian Council.

Since the World Christian Church is gaining a more and more central focus in theological education in these days of world-catastrophe, the coming year promises to be the most significant one in the history of the Chicago Interseminary Movement.

STUDENT ACTIVITIES

Physical development, fellowship, discussion, artistic expression, and spiritual devotion all find a place in Seminary life.

Students participate in the University intramural athletic program in touch-football, basketball, handball, baseball, track, tennis, table tennis, swimming, wrestling, and boxing, and also in the Interseminary Basketball League.

"Kaffeeklatsch" every Tuesday evening provides opportunity for discussion. Wednesday afternoon teas, Thursday Fellowship, and formal and informal parties at least once a month maintain a social balance to the strenuous curriculum.

The Seminary, University, and city are rich in musical, dramatic, and other cultural opportunities. Students may take part in the productions of the Seminary Players, participate in radio programs, and receive practical training in musical appreciation and choral technique in the Seminary choir.

The camaraderie of dormitory life offers every possible advantage for discussion groups and the informal consideration of student problems. Kimbark Co-operative and Woodlawn Co-operative give practical experience with some of the co-operative techniques for religious leaders. The student council, elected each quarter, offers opportunity for the exercise of executive ability in student affairs.

The regular fall and spring retreats are occasions of great social and religious significance and bind the students and Faculty into a closely knit co-operative fellowship. The annual Spring Hike, occurring during the spring vacation is another co-operative student-Faculty venture into some frontier area of social significance. This past season the group explored Merom Institute and its changing rural background.

Bond Chapel Worship Services twice a week, conducted by faculty members, students, and visiting leaders; the Seminary Vesper Service each Wednesday afternoon; and the matin period before classes in the Thorndike Hilton Chapel—all these help to train students in conducting religious services and provide welcome periods of meditation and spiritual refreshment.

REQUIREMENTS FOR DEGREES

The Seminary grants its degrees to regular students who complete the full course and maintain an honorable character throughout (see p. 9 for requirements for admission).

Students from other theological schools may be given advanced credit, based upon the standing of the school and the character of the credits. However, all candidates for the Seminary's degrees must do regular work (three courses a quarter) in residence during not less than three quarters and must satisfy the requirements of the Seminary for the particular degree sought.

I. THE BACHELOR OF DIVINITY DEGREE

The regular course includes (1) thirty units of credit (the thesis is counted as one of these credits); such practical field work as any particular course may require; (3) the preparation of a graduation thesis, together with an oral presentation of the thesis to the Faculty; (4) a comprehensive examination designed to test: (a) the student's capacity to bring to the solution of the problems of the minister all his resources of knowledge and skill; (b) his mastery of the material and methodology in each of the following fields:

The Bible	Social Sciences in Religion
Church History	Parish Ministry and Religious Education
Theology	Religion and the Arts

Each of these subjects has an important contribution to make to a well-balanced professional preparation. The churches look to their leaders for guidance in all of them. Every student should plan his course accordingly.

No student will be admitted to candidacy for the degree of Bachelor of Divinity until he has established his Senior standing. Senior standing is voted by the Faculty to such students as give evidence of academic ability and personal qualifications for religious leadership and who have fulfilled the following requirements: (1) made up deficiencies in college courses (see p. 9); (2) passed the English test (see p. 9); (3) consulted with the Director of Studies about vocational and curricular plans; and (4) passed a final test in speaking and reading. Application for Senior standing should be made in writing during the quarter prior to the student's last three quarters of study.

On receiving Senior standing, the student will be put in the care of a member of the Faculty in whose field he intends to place the major emphasis of his course and under whose direction he will write his graduation thesis.

The graduation thesis must be prepared under the direction of an instructor in the chosen department upon a subject approved by November 1 of the final academic year. After its acceptance in final form by the professor under whose direction it is written, ten weeks before graduation, an abstract must be made and the thesis presented orally to the Faculty eight weeks before graduation. Two bound copies of the thesis, type-written or printed, must be furnished the Seminary before graduation.

The comprehensive examination is given in the fourth week before the end of the Spring Quarter. Only students completing residence requirements previous to or in the quarter in which the comprehensive examination is given may take the examination.

The regular course is usually distributed over three years, but by study

during summer quarters the time may be shortened to two and a quarter calendar years.

Regular classroom work equals at least three fifty-minute periods a day for four days a week. Each period continued throughout a quarter of approximately twelve weeks constitutes a course, which is the unit of credit. As a rule, not more than three and a fraction courses may be taken in any one quarter for credit.

Students wishing to receive credit for incomplete courses must make up the deficient work by the end of their next quarter in residence, or, if out of residence, within eighteen months after the quarter in which the Incomplete was received.

Students who have done their work for two years or more in the Seminary and whose standing throughout the course is of unusual excellence are awarded the degree "with honor," "with high honor," or "with highest honor."

II. THE MASTER OF ARTS DEGREE

The Seminary has recently established three professional courses leading to its own Master of Arts degree. (This degree is not to be confused with the Master of Arts degree granted by the University of Chicago; see p. 35.) These three sequences are as follows:

Religion and the Arts, designed to provide special preparation for those who as pastors or assistants or in some other capacity will have the direction of cultural and leisure-time activities in a modern parish.

Religious Education, designed to provide special preparation for those who expect to have the direction of religious education in a modern parish.

Church Social Work, designed to provide special preparation for those who expect to become church social workers.

A. IN RELIGION AND THE ARTS AND IN RELIGIOUS EDUCATION

The Master of Arts degree in Religion and the Arts and in Religious Education requires the following:

1. The degree of Bachelor of Arts from an accredited college, or an equivalent degree. Deficiencies in general cultural undergraduate courses, or in foundational studies which they presuppose, may be met by completing the necessary courses in the University of Chicago, or other accredited colleges or universities, or by passing examinations.

2. A total of sixteen courses as follows:

- a) Eight foundational courses, selected after conference with the Director of Studies and chosen from the following departments (excepting the department in which the student specializes): Old Testament, New Testament, Church History, Christian

Theology, Social Sciences in Religion, Preaching and Parish Ministry, Religious Education, Religion and the Arts, Speech.

- b) Four specialized courses in the field of the student's specialization, i.e., Religion and the Arts, or Religious Education.
- c) Three elective courses either in the Seminary or in the University in cognate fields.
- d) At least one course in supervised field work. In addition, candidates for the degree in Religion and the Arts must have one course in drama-directing; candidates for the degree in Religious Education must have a second course of supervised field work in a church school.

3. Application for candidacy must be filed with the Director of Studies by November 1 of the final academic year. Before this application can be filed, the student's choice of a field of interest, of a thesis subject, and of proposed specialized and elective courses must have been approved by the student's adviser.

4. A satisfactory thesis, on an approved subject, written under the direction of the adviser in the field chosen, and presented to the Faculty in an oral interpretation. Two typewritten bound copies are to be furnished the Seminary before graduation.

5. A final comprehensive examination.

6. Courses from other graduate institutions may be presented for credit provided they are approved by the Director of Studies, but at least nine of the sixteen courses must have been taken in the Seminary.

Students may not take a Master of Arts degree and a Bachelor of Divinity degree in the same field.

It is theoretically possible for a student to secure both B.D. and M.A. degrees in nine quarters of residence; but it is not advisable to do so, partly because of the extra work involved in a second thesis and partly because the exigencies of a time schedule often interfere with the possibility of selecting the courses appropriate for the foregoing degrees within the nine quarters. Students therefore may expect, and are advised, to spend at least ten quarters in residence if they desire to take both degrees.

B. IN CHURCH SOCIAL WORK

The course leading to the Master of Arts degree in Church Social Work is designed to provide special preparation for those who expect to become church social workers. Before the degree will be granted, the candidate must have taken a graduate degree in some recognized school for social work. Candidates for the degree in Church Social Work must take nine courses in the Seminary calculated to help the student acquire an understanding of religion and its significance for personal and group ministry.

These courses shall include: Two courses designed to give an understanding of the religion of the Old and New Testaments; one course in Church History; two courses in Social Ethics; one course in Pastoral Counseling. Supervised field work will be required in the Seminar for the Clinical Training of Theological Students held every summer at Elgin. Candidates must also pass the Senior speech test. In the fulfilment of these requirements the following catalogue courses are recommended:

1. N.T. S301. The Religion of Jesus; or, N.T. S300. Survey of the New Testament
2. P.T. S336. The Old Testament as English Literature
3. C.T. 309. Representative Christian Thinkers
4. C.T. S300. Basic Christian Beliefs I
5. C.T. S301. Basic Christian Beliefs II
6. P.T. S334. Religious Drama Practicum
7. C.T. 342. Development of the Social Conscience of the American Church
8. C.T. S349. Community and Institutional Analysis
9. P.T. S316. Pastoral Counseling

Acceptable alternates:

- O.H. 307 or 308. Old Testament History, for P.T. S336 (No. 2 above)
C.T. S358. Sociology of Religion; or C.T. S359. Social Disorganization and Personal Morale, for C.T. S301 (No. 5 above)

The requirements concerning application, thesis, comprehensive examination, etc., are identical with those described in paragraphs 3, 4, 5, and 6 above with reference to the Master of Arts degree in Religion and the Arts and in Religious Education.

Courses of Instruction

FIELDS OF INSTRUCTION

- I. BIBLICAL STUDIES
 - A. Old Testament
 - B. New Testament
- II. HISTORICAL AND THEOLOGICAL STUDIES
 - A. Church History
 - B. Historical Theology
 - C. Contemporary Theology
 - D. Philosophy of Religion
- III. THE SOCIAL SCIENCES IN RELIGION
 - A. Social Ethics and the Sociology of Religion
 - B. Psychology and Mental Hygiene
- IV. PREACHING AND PARISH MINISTRY
 - A. Preaching and Pastoral Care
 - B. Religious Education
 - C. Missions
- V. RELIGION AND THE ARTS
 - A. Public Speaking
 - B. Biography, Literature, Drama, Arts and Crafts
 - C. Music

A NOTE TO STUDENTS ON COURSE SELECTION

Every student for the ministry should select his courses so that by the time he graduates he will have an understanding of:

1. *The spiritual experience of the past* as recorded in the Bible and elsewhere and interpreted in the thought of the great theologians and philosophers.

2. *The needs of human beings today*, individual and social, as revealed by the social sciences.

3. *The arts and skills of bringing the spiritual experience of the past and the resources of a living Christian faith to the individual and social needs of people today.*

This Seminary is continually striving to adapt its curriculum to provide such an understanding. It has pioneered in the introduction of new features to meet the needs of succeeding generations. Hebrew and Greek have been made elective. Courses in Social Ethics, Psychology, Mental Health, Religious Education, Biography, Literature, Drama, and Music

have been added to the traditional disciplines in Bible, Theology, Church History, and Homiletics; and these disciplines themselves have been re-oriented in the light of contemporary needs.

Each student is expected to work out his own curriculum (in consultation with the Director of Studies), including such courses as are essential to his professional training. In order to assure an adequate spread of courses, and in view of the comprehensive examinations, every student is advised to take at least two courses in each of the following fields: Old Testament, New Testament, Church History, Theology, the Social Sciences in Religion, Parish Ministry, Religious Education, and Religion and the Arts. Of the twenty-nine courses necessary for the B.D. degree, the required courses are: Bible, four; public speaking, one; supervised field work, one; P.T. S328, a half-course, "Senior Conference on Practical Problems of the Minister," and P.T. S322, "Church Administration."

The biblical requirement includes the New Testament course, "The Religion of Jesus" (N.T. S301), and one other introductory course in the New Testament (N.T. S302 or S304); two introductory courses in the Old Testament (O.H. 307, 308, or 309). For one of the latter may be substituted a course on the use and appreciation of the Bible offered by the Department of Practical Theology (P.T. S301) or the course, "The Old Testament as English Literature" (P.T. S336).

Supervised field work is related to the type of activity for which the student is fitting himself and may be taken as the situation warrants.

Twenty-one and one-half courses are open to the free election of the student, in consultation with the Director of Studies. Approximately three hundred courses of study are listed in the following pages. Unlisted courses in various departments of the University may be drawn upon in curriculum construction for the individual student.

During his third quarter in residence each student shall review his decision to enter upon Christian service; he shall also present to the Director of Studies a tentative curriculum for the rest of his course covering the various fields of theological instruction.

It is desirable for students so to plan their work that they will have, during the last quarter, only two or two and one-half courses, in order to free their time for preparation for the comprehensive examinations.

Courses meet daily, Tuesday to Friday, during the twelve weeks of a quarter. A half-course meets for two hours a week during a quarter. Three courses or three courses and a fraction usually constitute full work for a quarter. Courses having "S" prefixed to the number are given by Seminary instructors; others are given by instructors who are members of both the Seminary and the Divinity School faculties, or by instructors in the University.

Students register at the opening of each quarter with the Registrar of the Seminary for all courses taken, whether in the Seminary or University. No payment of fees for University courses is necessary if students meet the academic standards set by the University. A student is allowed to register as visitor in one course only.

The following courses are scheduled for the year 1941-42 (Autumn, Winter, and Spring quarters; the Seminary offers no instruction during the summer of 1941).

For the courses offered by the Divinity School see pages 38-42.

I. BIBLICAL STUDIES

A. OLD TESTAMENT

The Seminary and the Divinity School both make use of the Department of Oriental Languages and Literatures of the University of Chicago for instruction in the Old Testament. Three introductory courses (O.H. 307, O.H. 308, and O.H. 309) will give the student an understanding of contemporary interpretations of the Old Testament. At least one of them is required for the B.D. degree (see p. 22). They may be supplemented by courses designed to facilitate the use of the Bible in preaching and teaching, e.g., P.T. S301, S336.

The courses offered by Professor Irwin, though not prefixed with the letter "S," count as Seminary courses and may be taken without regard to the two-and-one rule.

In addition to the introductory courses in the Old Testament, the Department offers for specialized study a wealth of courses in the language, literature, and culture of the ancient Near Orient, including Akkadian, Arabic, Aramaic, Egyptian, Hebrew, Hittite, Islamic, Syriac, and Sumerian.

1. Old Testament History

O.H. 307. **Old Testament History I.**—The beginnings of Old Testament literature and history. Autumn, IRWIN.

O.H. 308. **Old Testament History II.**—History and prophecy. Winter, IRWIN.

2. Language and Literature

O.L.-O.T. 331. **Introduction to Textual Criticism.** Spring, IRWIN.

O.L.-O.T. 346. **The Pentateuchal Problem.**—Autumn, IRWIN.

O.L.-O.T. 421. **Prophets of the Eighth Century.**—Winter, IRWIN.

O.L.-O.T. 429. **Poetic and Didactic Literature III. Proverbs, Lamentations, Ecclesiastes, and Canticles.**—Spring, IRWIN.

O.L.-O.T. 437, 438, 439, 440. **Old Testament Research.**—Summer, Autumn, Winter, Spring, OLD TESTAMENT STAFF.

B. NEW TESTAMENT

The entering student will naturally begin his work in the New Testament with the course, "The Religion of Jesus" (S301), offered every year

in the Autumn Quarter. This may be followed by an introduction to the Letters of Paul and other early Christian writings (S302 or S300). In a third course (S304) the student may review the other religions of the Empire and learn the fascinating story of how the Christian gospel met them on their own ground.

Students who wish to specialize in New Testament for the B.D. degree are advised to select three or more additional courses which shall include one upon the Life of Jesus, one upon the Religion of Paul, and one upon the Gospel of John. Students may obtain the degree of A.M. in New Testament given by the University of Chicago. The requisite courses and other requirements may be determined in consultation with the University chairman of the Department.

The New Testament Club of the University and Seminary holds meetings once in three weeks for the review of current literature and the discussion of subjects connected with New Testament study.

1. Introductory Courses

N.T. S300. Survey of the New Testament.—This course surveys the entire content of the New Testament in the light of modern scholarship. It is designed to give students an understanding of the great personalities, themes, and events as described in the Gospels, the Acts, the Epistles, and the Book of Revelation. Winter, ROBINSON.

N.T. S301. The Religion of Jesus.—The relation of Jesus to Judaism; his ideal of personal character; his prayer life; teaching about the Kingdom of God; the inner dynamic of his religion. Autumn, ROBINSON.

N.T. S302. The Literature of the New Testament.—Occasion, purpose, and content of each book of the New Testament, with special emphasis upon Paul's letters in relation to his career and upon the Synoptic Gospels in relation to one another and to their sources. Winter, 1943, ROBINSON.

N.T. S304. Growth of Early Christianity.—Judaism in the time of Jesus, early Jewish Christianity, the religions of the Roman Empire, the message of Paul, and the Gospel of John in the light of contemporary ideas. Spring, ROBINSON.

2. History and Teaching

N.T. S310. Problems in the Life of Jesus.—The birth of Jesus, his baptism, temptation, messiahship, miracles, crucifixion, resurrection, and second coming. Research. ROBINSON.

N.T. S313. The Life and Religion of Paul.—Paul's character as a man; Jewish religious ideals; Hellenistic influences; significance of his conversion; his Christian message in relation to Greek popular philosophies and religions; the social import of his teaching. Autumn, ROBINSON.

N.T. S316. Contribution of the Papyri.—History of their discovery and publication; lines along which they have influenced New Testament interpretation; reading of selected texts. ROBINSON.

3. Interpretation

N.T. S356. The Gospel of Luke.—Interpretation; comparison of accounts; teachings of the parables; general view of Jesus' ministry and mission. Winter, ROBINSON.

N.T. S358. The Gospel of John.—Essential characteristics; author and purpose; Johannine conception of Jesus; interpretation of chapters of the Gospel in the light of the Ephesian situation and the religious language and ideas of the time. Spring, ROBINSON.



From the Great Hall, looking east

The Great Hall, New York City





Points to the Main Building of the Chicago Theological Seminary



Photo by Alexander Ferguson, 1941

Candid-Camera Shot of a Fellowship Meeting



Photo by Alexander Ferguson, 1941

The Seminary Players in a Scene from Fred Eastman's New Play, "Eternal Life"

II. HISTORICAL AND THEOLOGICAL STUDIES

In the fields of Church History and Historical Theology the combined resources of the Seminary and the University make possible the offering of a great variety of courses. *First*, general courses intended to give the student a view of the development of the life and thought of the church from the beginning to the present day. Some of these courses are surveys of special phases of Christian history. *Second*, special courses covering more limited chronological fields or devoted to the study of particular movements or particular countries. Students who desire to specialize in Church History or Historical Theology have an opportunity to study the general and special problems of the various historical types of Christianity in its expansion to all parts of the world since the days of the Roman Empire.

Students who are preparing for the pastorate are advised to take courses C.H. 304, C.H. 305, and C.H. 306. Candidates for the B.D. degree in Church History are required to take, in addition to the foregoing courses, four other courses in Church History or Historical Theology selected in consultation with the instructor.

Candidates for the B.D. degree in Historical Theology are required to take courses C.T. 321, C.T. 322, C.T. 323, and four other courses in Historical Theology or Church History selected in consultation with the instructor.

A. CHURCH HISTORY

1. History of Western Christianity

C.H. 304. History of Ancient Christianity.—A survey of the beginnings and development of early Christianity—both East and West, to *ca.* A.D. 800; Christianization of the European nations. Autumn, SPINKA.

C.H. 305. Christianity in the Middle Ages and the Reformation Period (800-1600).—This course surveys briefly the period of the Middle Ages, particularly scholasticism, the Great Schism, and the early reforming attempts, and then places the chief emphasis on the period of the Reformation. SPINKA.

C.H. 306. History of European Christianity in Modern Times (1600—).—A survey course stressing particularly the rise of various Protestant communions, the period of Pietism, of the Enlightenment, and the nineteenth-century theological development, culminating in the ecumenical movement. Spring, SPINKA.

C.H. 308. Congregationalism in American Culture.—A survey of the history of Congregationalism from its English origins throughout its American development. $\frac{1}{2}$ C. SPINKA.

2. History of Eastern Christianity

C.H. 307. Modern Movements in the Eastern Orthodox Churches.—A survey of the modern religio-philosophical movements in the Russian Orthodox church from about the middle of the nineteenth century to the present. It includes consideration of men like Khomyakov, Dostoyevsky, Solovev, Berdyaev, as well as similar movements in other Orthodox communions. SPINKA.

C.H. 310. History of Eastern Orthodox Christianity.—The rise and development of the Byzantine church; the Great Schism, and the causes of the downfall of the

Byzantine Empire; the rise and development of national Orthodox churches of the Balkans and of Russia. Autumn, SPINKA.

C.H. 359. Russian Christianity under the Soviet Regime.—The cultural background of the Russian Revolution; the gradual disintegration of the Russian Orthodox church; the antireligious activities of the Communist party and the Russian government. SPINKA.

C.H. 410. Seminar in the History of the Orthodox East.—Research in a specific period, to be determined in accordance with the interests and the previous preparation of the members of the class. SPINKA.

3. History of Religions and Missions

C.H. 309. New Trends in Modern Missions.—A survey of the history and the present status of the "Younger Churches" with a consideration of the problems confronting the modern missionary. $\frac{1}{2}$ C. SPINKA.

C.H. S370. History of Non-Christian Religions.—Origins of religion and its development into the great living religions of mankind with special emphasis upon the modern situation. Spring, SPINKA.

B. HISTORICAL THEOLOGY

C.T. 309. Representative Christian Thinkers.—A survey of the interpretation of the Christian religion as given by outstanding leaders in the classical periods of Christian history. Autumn, PAUCK.

C.T. 321. History of Christian Doctrine I.—A survey of the doctrinal development of the ancient church from the beginnings of Christianity to Augustine and John of Damascus. Autumn, 1942, PAUCK.

C.T. 322. History of Christian Doctrine II.—A survey of the theological systems of the medieval Scholastics and the Reformers. Winter, 1943, PAUCK.

C.T. 323. History of Christian Doctrine III.—A survey of the development of Protestant thought from the period of Orthodoxy to the present. Spring, 1943, PAUCK.

C.T. 324. History of the Doctrine of the Church.—A survey of the expositions of the idea of the church, beginning with the New Testament and ending with the modern ecumenical movement. PAUCK.

C.T. 326. The History of the Doctrine of Christ.—A study of the development of the doctrine of the person and work of Jesus Christ from New Testament times until the present. Winter, PAUCK.

C.T. 329. German Idealism and Christianity.—A study of the interpretation of Christianity as given by the German Idealists, especially Lessing, Kant, Fichte, Hegel, and Schelling. PAUCK.

C.T. 330. Catholicism and Protestantism.—A comparative study of the Christian churches, sects, and denominations from the viewpoint of their cultus, theology, and organization. Spring, PAUCK.

C.T. 421. The Cultural Significance of the Reformation.—A seminar on the theological, philosophical, and cultural interpretation of the Reformation as given by modern historians and theologians. PAUCK.

C.T. 422. Schleiermacher's Theology and Its Influence.—A research course on Schleiermacher's "Speeches on Religion" and "The Christian Faith" and their influence on modern Protestant thought. PAUCK.

C.T. 423. The Theology of Martin Luther.—A seminar on the main theological writings of the reformer. Autumn, PAUCK.

C.T. 425. Ritschl's Theology and Its Influence.—A research course on Ritschlianism. Winter, PAUCK.

C.T. 426. The Theology of John Calvin.—A seminar on the main theological writings (especially the *Institutes*) of the reformer. Winter, PAUCK.

C.T. 427. The Religion of Søren Kierkegaard.—A seminar on the development of Kierkegaard's religious thought. Spring, PAUCK.

C. CONTEMPORARY THEOLOGY

The aim of the courses in Contemporary Theology is to enable the student to formulate his own systematic interpretation of the structure of the Christian faith in relation to contemporary knowledge and experience.

The year's work in "Basic Christian Beliefs" (S300, S301, S302) is an introduction to the systematic treatment of the major Christian doctrines and includes a discussion of the leading viewpoints in contemporary Christian thought. At least one course of this series should be taken prior to the courses which give intensive study to special problems. Students taking only one course in Theology are urged to take S300 rather than to enter either S301 or S302, although on the advice of the instructor this plan may be altered.

Students who wish to major in Theology for the B.D. degree should plan their course with the instructor. Normally, the major will include the three courses in "Basic Christian Beliefs" and three other courses in Theology and related fields. In addition to the courses listed below, the student may select courses in Philosophy, Philosophy of Religion, and Theology offered by the Department of Philosophy and the Divinity School of the University of Chicago.

C.T. S300. Basic Christian Beliefs I.—Contemporary Christian faith interpreted in the light of modern knowledge and in relation to the needs of the modern world. Part I will include the nature of Christian theology, the doctrines of God, man, and general revelation. Autumn, WILLIAMS.

C.T. S301. Basic Christian Beliefs II.—Continuation of S300. This quarter devoted to contemporary Christian doctrines of Christ, sin, salvation, immortality, and the Kingdom of God. Winter, WILLIAMS.

C.T. S302. Basic Christian Beliefs III.—This quarter devoted to doctrine of the church, its nature, sacraments, ministry, creeds, and confessions, with special attention to problems of faith and order arising within the ecumenical movement. Spring, WILLIAMS.

C.T. S304. The Christian Experience of God in Contemporary Life.—The nature, interpretation, and value of the Christian experience of God in its contemporary setting. Analysis of the growth of experience of God through prayer, worship, critical thought, and ethical activity. Spring, WILLIAMS.

C.T. S308. Theology in the Church.—A joint course dealing with the problems and techniques of relating Christian faith to the practical ministry in preaching and religious education. Winter, WILLIAMS, SNYDER, and PALMER.

C.T. S320. Christian Theology Today.—A course for ministers and other professional religious leaders who wish to review their theological thinking in the light of recent developments in Christian thought and in relation to the life and mind of the modern world. Meets two hours on Monday afternoons. WILLIAMS.

C.T. S330. Introduction to Philosophy.—Introduction to the fundamental aims and methods of philosophical inquiry. Elementary consideration of logic, epistemology, metaphysics, and value theory, with selected readings in the history of philosophy. For graduate students with no training in philosophy. Meetings once or twice a week. Time to be arranged. No graduate credit. Winter, WILLIAMS.

C.T. S403. The Christian View of History.—Seminar. Analysis of the historical and eschatological problems in contemporary Christian thought. The Christian interpretation of time and eternity, progress, the goal of history, the destiny of the individual. WILLIAMS.

C.T. S405. The Christian Doctrine of Man.—Seminar. Discussion of selected contemporary Christian anthropologies and their relation to scientific, philosophical, and cultural aspects of the life of modern man. Autumn, WILLIAMS.

D. PHILOSOPHY OF RELIGION

C.T. 362. Introduction to the Philosophical Study of Religion.—The method of philosophy; the nature of religion; outstanding contemporary philosophies of religion. Spring, WIEMAN.

C.T. 365. Religion and the Problem of Knowledge.—Criticism of the different alleged ways of knowing. What is the empirical method and how can it be used in religious inquiry? Prerequisite: C.T. 362 or C.T. 373. WIEMAN.

C.T. 366. Religion and the Problem of Value.—How can the genius of Christianity and modern theory of value be combined to the end of empowering each and finding the Way of Life in a time of confusion. Winter, WIEMAN.

C.T. 373. Christianity and Naturalism: Their Interrelations.—What is the most important feature in Christianity: What is naturalism? What these two can do for one another. The naturalistic meaning of some of the great doctrines of the faith. WIEMAN.

C.T. 470. Seminar in the Problem of Knowledge.—Spring, WIEMAN.

III. THE SOCIAL SCIENCES IN RELIGION

A. SOCIAL ETHICS AND THE SOCIOLOGY OF RELIGION

Christianity as a social force is always in touch with the social order. It comes in conflict with the social order in its ethical codes. The church as an institution is molded and shaped by the social forces which are abroad in society. Individual Christians meet the crises of their lives in the conflicts of the social order. In the courses planned in the Department of Social Ethics an attempt is made to recognize and evaluate these social contacts of Christianity. Great emphasis is laid on the study of the actual situations and in the report of these situations to the class by the case method. Because of the close alliance existing between this department and the economics and sociological departments of the University ample opportunity is given to the student to pursue studies not covered in the curriculum of the Seminary.

Courses given by Professor Holt, though not prefixed with the letter "S," are Seminary courses and may be taken without regard to the two-and-one rule.

C.T. 341. Introduction to Christian Ethics.—The basis, the function, and the contemporary task of Christian ethics; relation of ethics to theology; the nature of mores and their institutionalization; conditions demanding a reorientation of ethical thought in contemporary society; the church as an agency of individual and social moral control as illustrated by some concrete cases. HOLT.

C.T. 342. The Church and the Modern Social Order.—A study of social action and theory of the Christian church as it has confronted the succeeding social orders from its earliest period to the present. Winter, HOLT.

C.T. 343. The Development of the Social Consciousness of the American Church.—The social attitude of the American Protestant churches during the Colonial period, the settlement of the prairies of the West, and the modern industrial period. Autumn, HOLT.

C.T. S344. The Urban Community.—The nature of urban communities with special reference to their influences upon religious practices and institutions. Spring, KINCHELOE.

C.T. 346. Urbanization and Rural-Urban Conflict.—The conflict between urban and rural life, and its significance for the church. Spring, HOLT.

C.T. 348. Christianity and Vocational Ethics.—An inductive study of the developing ethical codes of modern social groups. Spring, HOLT.

C.T. S349. Methods of Social Investigation.—Community and institutional analysis. Autumn, KINCHELOE.

C.T. S350. The Rural Community and the Program of the Rural Church.—Autumn, GREENE.

C.T. S352. Religion and Labor.—One half of this course will consist in class work, the other half in field work. Students may take only the one-half credit in class work if they so desire. Winter, McCULLOCH.

C.T. 354. History and Philosophy of Philanthropy in America.—A historical survey of the relation of religion and philanthropy in the United States. HOLT.

C.T. 357. The Church and the Family.—A historical survey and a description of the types of families in America. HOLT.

C.T. S358. Sociology of Religion.—Distribution of religious groups; relation of social unrest to rise of new movements; characteristics of the religious institution; social control exercised by religious groups. Winter, KINCHELOE.

C.T. S359. Social Disorganization and Personal Morale.—A sociological study of social disorganization and the relationship of personal morale to family, group, and community. KINCHELOE.

P.T. S380. Christianity and Its World-Relations.—A constructive examination of the task and method of Christianity at home and abroad in the light of (a) the contemporary international situation and (b) the cultural history of Christianity itself. $\frac{1}{2}$ C. Autumn, MORRISON.

C.T. 400. Research.—Winter and Spring, AUBREY, HOLT.

C.T. S446. Research in Urban Religious Life I.—Methods of studying problems in urban religious development. Prerequisite: Consent of instructor. Autumn, HOLT, KINCHELOE.

C.T. 447. Research in Urban Religious Life II.—Unusual problems developing in urban communities. Prerequisite: Consent of instructor. Winter, HOLT, KINCHELOE.

C.T. 448. Research in Urban Religious Life III.—Special attention given to the church in the urban community. Prerequisite: Consent of instructor. Spring, HOLT, KINCHELOE.

B. PSYCHOLOGY AND MENTAL HYGIENE

P.T. S316. Pastoral Counseling.—How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spring, PALMER, BEATTY.

P.T. S317. Psychology of Religion.—An introductory course in the psychology of religion with special emphasis upon the social factors. Problems considered are the origins, the development, and the cultural significance of religious belief, the psychology and mysticism, and the role of the leader and of the representatives of authority. Spring, BOISEN.

P.T. S327. Religion and Mental Health I.—An approach to the understanding of normal religious experience through the study of cases of inner defeat and of inner victory. Attention is centered upon the problem of sin and salvation as embodied in the experiences of individuals and upon their implications for psychology and for theology. Autumn, BOISEN, BEATTY.

P.T. S329. Religion and Mental Health II.—This course presupposes P.T. S327 but will deal more directly with methods of handling maladjustments of personality. It will be based on problems illustrated in case studies of maladjusted individuals but will attempt at the same time to relate these to the significant problems of ordinary life. Winter, BEATTY.

IV. PREACHING AND PARISH MINISTRY

Preaching and parish ministry represent the established order of church work for many generations past but are to be dealt with in fresh and modern ways so that the minister may be equipped to meet the exacting demands of today. Courses include preaching, both in theory and in practice, church polity, and ministerial ethics, the organization and administration of local parishes, pastoral care, and the conduct of public worship. Courses in Missions indicate ecumenical interests beyond the local church. Supervised field work in churches and social institutions, together with a seminar for discussion of actual experiences in such situations, provides a laboratory as well as a classroom approach.

Religious education courses seek not only to train qualified young men and women to be directors of religious education with professional standards equivalent to those expected in secular education but also to equip the pastor to deal sympathetically and understandingly with youth, and to be the informed and stimulating guide of his church school and young people's program.

Certain courses in this department may be used toward the degree of A.M. granted by the University, subject to the regulations pertaining to that degree.

A. PREACHING AND PASTORAL CARE

P.T. S300. Principles of Preaching.—The planning of sermons: sources, topics, texts, introductions, outlines, illustrations, conclusions. Great sermons analyzed as to literary skill, effective organization, psychological insight, and spiritual power. Winter, PALMER.

P.T. S301. The Minister's Use of the Bible.—Autumn, 1941, New Testament; Autumn, 1942, Old Testament. Assumes a knowledge of critical scholarship; deals with literary forms, basic ideas, miracles, and other issues involved in the interpretative use of the Bible. $\frac{3}{4}$ C. Autumn, PALMER.

P.T. 303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Courses S300, 301, and Sp. 221, or their equivalents. Spring, PALMER, GILKEY, EDWARDS.

P.T. S311. Field-Work Course.—Reports, discussions, pertinent readings, and field supervision. Required of all students engaged in field work. Minimum of seven hours of field work and one conference period weekly throughout year. C. for three quarters. Autumn, Winter, Spring, ALDERTON.

P.T. S312. Christian Worship.—Structure of worship services. Source materials in classic liturgies and elsewhere. Public prayer. Creation of appropriate liturgical forms for various occasions. Relation to music and architecture. $\frac{1}{2}$ C. Winter, PALMER.

P.T. S316. Pastoral Counseling.—How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spring, PALMER, BEATTY.

P.T. S322. Church Administration.—A comprehensive survey of the organization and activities of the modern church. Practical publicity and business methods. Congregational polity and denominational relationships. Ministerial ethics. *Required for B.D. degree.* Autumn, PALMER.

P.T. S328. Senior Conference on Practical Problems of the Minister.—Here President Palmer takes up with the Senior class topics of their own choosing. Instruction in church polity is given, especially as regards ordination, and an ordination paper is written. *Required for B.D. degree.* $\frac{1}{2}$ C. Spring, PALMER.

B. RELIGIOUS EDUCATION

P.T. 340. Trends in the Educational Work of the Church.—An analysis of the processes involved in the educational work of the modern church for functions, objectives, organization, content, and procedure, with particular reference to trends and evaluation. Autumn, BOWER.

P.T. 344. Religion and Moral Ends of Education.—Moral ends in the history of educational theory, the nature of the moral life, theories of character education, agencies affecting moral growth, motivation, the function of codes and standards, the relation of religion to character. Spring, BOWER.

P.T. S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Spring, HAYDON.

P.T. S351. Adult Education in Church and Community.—The educational approach to programs of recreation, study, public discussions, and social action. Visits to forums, settlements, church centers, and social agencies. $\frac{1}{2}$ C. Spring, ALDERTON.

P.T. S353. The Development of Religious Personality I.—How the individual develops as a person throughout the life-span. His needs, persistent problems, and opportunities for optimum growth religiously. A course foundational for the development of educational theory and of a religious growth program for the individual from infancy to old age, and therefore for the total church family. The basic theories of personality growth and the period of childhood will be studied in this quarter's work. Autumn, SNYDER.

P.T. S354. The Development of Religious Personality II.—This will continue the work of the previous quarter with particular reference to adolescent and adult life. Winter, SNYDER.

P.T. 355. A Theory for Operative Christianity.—An analysis of the nature of religion and its functional relation to personal and social experience, with implications for the practical operations of contemporary Christianity. Autumn, BOWER.

P.T. 356. A Functional Curriculum for Teaching Religion.—Historical types, current theories of curriculum, the functional origin and use of the Christian tradition, processes involved in the organization of the content of Christian education, critical evaluation. Winter, 1943, BOWER.

P.T. 357. Technique of Teaching Religion.—Implications for the teaching of religion arising out of the nature of religion and its functional relation to experience. Critical analysis and evaluation of types. Winter, 1943, BOWER.

P.T. S358. Educational Theory and Practice.—Observation of teaching methods and mastery in practice. Recent developments in public-school systems, psychological guidance, and social movements. Historic teaching methods used by the Christian church. An educational methods course to equip students for a teaching ministry adequate for the church task today. Autumn, 1942, SNYDER.

P.T. S359. Planning of Summer Programs.—Practical planning for vacation schools, summer camps, young people's conferences, and religious services in larger parishes and varied types of summer fields. Review of materials, student field reports, and educational points of view underlying a varied program of recreation and religious activities. $\frac{1}{2}$ C. Spring, ALDERTON.

P.T. S361. Frontiers in Religious Education.—Each student will select some fundamental problem of an existing program of religious education and develop and carry through experimental plans. Field-work requirement of all majors in Religious Education. $\frac{1}{2}$ C. Autumn, SNYDER.

P.T. S362. Frontiers in Religious Education.— $\frac{1}{2}$ C. Winter, SNYDER.

P.T. 368. The Bible in Modern Religious Experience.—The use of the Bible as a resource for interpreting and evaluating modern religious experience in the light of the nature and origin of the literature of the Bible. C. Spring, BOWER.

P.T. S370. Seminar in Construction of Curriculum Units.—Each student will construct a curriculum guide for some specific purpose and record the experiences of the group using it. Spring, SNYDER.

P.T. S371. Seminar in Religious Guidance of Children and Youth.—Individual and group guidance toward fuller living through religious and psychological approaches. Spring, SNYDER.

P.T. S372. The Christian Home.—Programs and methods of giving young people adequate preparation; of the Christian home as the matrix of religious growth; of the interfunctioning of church and family life. Spring, SNYDER.

P.T. 465. Research.—Prerequisite: Consent of instructor. Autumn, Winter, Spring, BOWER.

C. MISSIONS

C.H. 309. New Trends in Modern Missions.—A survey of the history and the present status of the "Younger Churches" with a consideration of the problems confronting the modern missionary. $\frac{1}{2}$ C. SPINKA.

C.H. S370. History of Non-Christian Religions.—Origin of religion and its development into the great living religion of mankind, with emphasis upon the modern situation. Spring, SPINKA.

P.T. S380. Christianity and Its World-Relations.—(For a description of this half-course see its listing under Social Ethics on p. 29.)

V. RELIGION AND THE ARTS

A. PUBLIC SPEAKING

The purpose of the courses in Public Speaking is to provide the three types of work necessary for the mastery of the methodology and skill required for effective public speaking by religious leaders. These types of work are (1) the development of adequate personal habits of speech, including habits of thought, language, voice, and action; (2) the oral interpretation of the cultural and religious heritage of literature; and (3) the power to carry the religious message of Christianity to the world through original speaking either in the field of preaching or in the field of teaching. In order to rise above the level of mere competency, the religious worker needs the benefits of each of these three types of study.

Candidates for the A.M. degree in Public Speaking are subject to the general University regulations for the Master's degree. All courses in Public Speaking, though not prefixed with the letter "S," are Seminary courses and may be taken without regard to the two-and-one rule.

Sp. 221. Fundamentals of Speech.—Advanced consideration of the four disciplines of speech: thought, language, voice, and action. Techniques for establishing good speech habits through functional integration of mental processes, language processes and vocal and physical co-ordinations. Standards and methods of reading and speaking in public. Laboratory fee, \$2.50. Winter, EDWARDS.

Sp. 300. Interpretative and Choral Reading.—The art of interpretative reading applied to the Bible and to various forms of literature such as poetry, stories, and drama. Contributions of library criticism and aesthetics to the oral interpretation of literature. Special study of choral reading, including: basic principles, selection of appropriate materials, types of choral reading, problems of directing, relation to literary appreciation and public performance, relation to the church, the theater, and the radio. Laboratory fee, \$2.50. Winter, EDWARDS.

Sp. 301. Radio Speech.—Special radio requirements of voice and diction. Poise, spontaneity, naturalness, and variety in radio speech. Microphone technique and the use of manuscripts. Preparation and delivery of radio talks. Problems of radio forums, round tables, panel discussions, and interviews. Radio reading of poetry, drama, and other literature. Laboratory fee, \$2.50. EDWARDS.

Sp. 302. Voice and Phonetics.—The structure and functioning of the vocal mechanism, the nature of vocal sound, the psychological aspects of voice and phonetics. Techniques for establishing good habits of tone production, articulation, pronunciation, and interpretative vocal variety. Standards for judging voice and phonetics in their relation to conversation, group discussion, public speaking, preaching, interpretative reading, and radio. Laboratory fee \$2.50. Spring, EDWARDS.

P.T. 303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Course 301 and Public Speaking 221, or their equivalent. Spring, GILKEY, PALMER, EDWARDS.

Sp. 304. Theory and Practice in Persuasion.—The basis of the art of influencing conduct through speech. Analysis of factors which determine human conduct; evaluation of techniques of influencing conduct; relation of basic principles of persuasion to various types of speaking, including public address, radio, and preaching. Laboratory fee, \$2.50. Spring, EDWARDS.

Sp. 305. Oral Interpretation of Literature.—EDWARDS.

Sp. 306. Oral Interpretation of Poetry.—Principles of aesthetics and literary criticism applied to the oral interpretation of poetry. The art of interpretative reading considered as a means of understanding, appreciating, and sharing the substance and patterns of classical and modern poetry. Evaluation of techniques for making poetry a significant experience in modern life. EDWARDS.

Sp. 307. Oral Interpretation of Drama.—EDWARDS.

Sp. 308. The Psychology of Speech.—Among the problems considered in this course are the following: the nature of speech; the development of speech in its relation to mental processes; vocal and physical manifestation of mental processes in speech; speech as a means of social adaptation and control; speech and personality. EDWARDS.

Sp. 309. The Teaching of Speech.—EDWARDS.

Sp. 310. The Literature of Public Address.—A critical analysis of great classic and modern speeches. Application on the results of this study to contemporary public address, preaching, and radio speaking. EDWARDS.

Sp. 311. Classics of Speech Criticism.—EDWARDS.

B. BIOGRAPHY, LITERATURE, DRAMA, ARTS AND CRAFTS

Ministers and educators need increasingly the interpretation of life in literature, biography, drama, music, and the other arts. They need also stimulus to the imagination and creative expression which comes from study and practice of these arts. The following courses open to the student these sources of power.

P.T. S330. Religious Values in Modern Drama.—A study and discussion of the dramas of John Galsworthy, George Bernard Shaw, Eugene O'Neill, Maxwell Anderson, Philip Barry, Sidney Howard, Elmer Rice, Paul Green, T. S. Eliot, Sidney Kingsley, S. N. Behrman, P. V. Carroll, Thornton Wilder, and others, with special reference to their interpretation of the spiritual problems of our day. Spring, EASTMAN.

P.T. S331. Biographies: Thirteenth to Seventeenth Centuries, Inclusive.—Studies in the lives of religious leaders, statesmen, artists, writers, scientists, and philosophers who were significant in the spiritual life of their generations. Included will be Francis of Assisi, Dante, Savonarola, Da Vinci, Michelangelo, Luther, Milton, Cromwell, George Fox, John Bunyan, John Locke, and others. Autumn, EASTMAN.

P.T. S332. Biographies: Eighteenth and Nineteenth Centuries.—Studies similar to those in S331, but for the later centuries. Among the biographies may be those of John Wesley, Benjamin Franklin, Thomas Jefferson, Jonathan Edwards, J. J. Rousseau, Goethe, Robert Owen, Beethoven, Walter Scott, Wordsworth, Carlyle, Emerson, Darwin, Dickens, Browning, Ruskin, and others. Autumn, 1942, EASTMAN.

P.T. S333. Religious Drama.—Reading and analysis of dramas used in the service of religion from the days of ancient Greece and medieval Europe to the present. Autumn, EASTMAN.

P.T. S334. Drama Practicum.—A project course in the selection, direction, staging, and lighting of religious plays for the church or parish house. Course S333 a prerequisite. Winter, EASTMAN.

P.T. S334B. Drama Direction.—An advanced course in the direction of religious dramas. Open only to candidates for the M.A. degree in Religion and the Arts, and majoring in religious drama. Each student will have supervision in directing a drama group in or near Chicago. Course S334 a prerequisite. Spring, EASTMAN.

P.T. S335. Religious Drama Writing.—Project work in the creation of religious dramas. Prerequisite: S333 or S330. Spring, 1943, EASTMAN.

P.T. S336. The Old Testament as English Literature.—A study of the Old Testament in English for understanding and appreciation of it as literature. Winter, EASTMAN.

P.T. S337. Religious Journalism.—Practice in the art of expression through writing articles and editorials on religious subjects for various types of magazines, both secular and religious. Not given in 1941-42. EASTMAN.

P.T. S338A. The Literary Classics of Religious Significance: Prior to Nineteenth Century.—A study of some of the great poems, novels, and essays of importance to the spiritual life. Spring, EASTMAN.

P.T. S338B. The Literary Works of Religious Significance: Nineteenth and Twentieth Centuries.—Same as S338A, but for the nineteenth and twentieth centuries. Spring, 1943, EASTMAN.

Sp. 305, 306, and 307. Oral Interpretation.—EDWARDS (see "Public Speaking," p. 33).

P.T. S339. Christian Architecture.—Structural and aesthetic character of the historic styles; current movements in church building; symbolic decoration and practical problems. $\frac{1}{2}$ C. Autumn, 1942, VOGT.

P.T. S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Spring, 1943, HAYDON.

C. MUSIC

Knowledge of music and taste in its selection are necessary parts of the equipment of every skilled pastor and church worker. All students with the necessary vocal and musical qualifications may sing in one or more of the several choirs at the University and are eligible to membership in the Seminary choir. Seminary students are also eligible for membership in the University of Chicago Symphony Orchestra. Opportunities to hear music are manifold both on the campus and in the various concert halls downtown.

Mus. S291. Church Music in History.—A survey of the development of the music of the Christian church from early plain chant to the present time. Practice in sight reading will be included. $\frac{1}{2}$ C. Spring, 1943, SPACH.

Mus. S293. Church Music in Practice.—An analytic study of the hymnody of the church with special emphasis on the choice of hymns for the worship service. Fundamentals of musicianship will also be studied. $\frac{1}{2}$ C. Spring, SPACH.

The Chicago Theological Seminary and the University of Chicago

1. *Terms of affiliation.*—In its affiliation with the University of Chicago, the Seminary maintains its autonomy and power to grant degrees, appoint instructors, and control its property; and it agrees to conform to the standard of scholarship and quality of teaching approved by the Divinity School of the University. Its regular students are matriculants in the University and share the general privileges of such registration.

2. *The two-and-one rule.*—The principle governing the selection of courses is that a Seminary student may pursue work in any department of the University but that only one-third of his work in any quarter may be non-Seminary courses. (Under certain conditions exceptions are made to this rule for Seminary students who are candidates for the Master of Arts degree given through the Divinity School of the University of Chicago.) This privilege is open only to students who meet the academic standards imposed by the Seminary and the University.

3. *Exchange professors.*—Certain members of the Seminary Faculty (Holt, Pauck, and Spinka) are also recognized as members of the teaching staff of the Divinity School, and in return, certain University professors (Irwin, Wieman, and Bower) are carried on our Faculty roll as exchange professors. Courses under exchange professors are available to students of both schools without additional fees.

4. *University degrees.*—Seminary students may secure the degree of Master of Arts in one of the departments of the Divinity School, in accordance with the rules of the University. Detailed information regarding this degree may be found in the annual *Announcements of the Divinity School*. By proper distribution of courses, students may plan to secure the Master's degree at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary. Holders of the Seminary's degree of Bachelor of Divinity may become candidates for the degree of Doctor of Philosophy in the University. Such candidates, on graduation from the Seminary, enter the University where at least one year's work is required for the Doctorate. For further information about degrees see pages 16-20.

5. *Athletics and health.*—The athletic facilities and all other privileges of the University open to graduate students are equally available to Seminary students.

Medical examinations and clinical service by University physicians and the first three days of University hospital care in case of illness are free of charge; room calls upon patients whose condition prevents them from going to the hospital are at reduced rates.

Within the first two weeks of entrance students are expected to secure health examination through the Student Health Service of the University.

The Faculty of the Divinity School

- ERNEST CADMAN COLWELL, D.B., PH.D., Dean of the Divinity School; Professor of New Testament Literature.
- EDWIN EWART AUBREY, D.B., PH.D., D.D., Professor of Christian Theology and Ethics.
- WILLIAM CLAYTON BOWER, A.M., LL.D., Professor of Religious Education.
- CHARLES WHITNEY GILKEY, A.M., D.B., D.D., Professor of Preaching; Dean of the University Chapel; Associate Dean of the Divinity School.
- ALBERT EUSTACE HAYDON, D.B., PH.D., Professor of Comparative Religion.
- ARTHUR ERASTUS HOLT, PH.D., LL.D., Professor of Social Ethics.
- WILLIAM A. IRWIN, PH.D., Professor of Old Testament Language and Literature.
- JOHN THOMAS MCNEILL, D.B., PH.D., D.D., Professor of the History of European Christianity.
- WILHELM PAUCK, TH.D., Exchange Professor of Historical Theology.
- WILLIAM WARREN SWEET, D.B., PH.D., D.D., LITT.D., Professor of the History of American Christianity.
- HENRY NELSON WIEMAN, PH.D., D.D., LITT.D., Professor of Christian Theology.
- JOHN ALBERT WILSON, PH.D., Oriental Institute, Professor of Egyptology; Director of the Oriental Institute.
- ERNEST JOHN CHAVE, PH.D., Associate Professor of Religious Education.
- DAVIS EDWARDS, A.M., Associate Professor of Speech.
- WINFRED ERNEST GARRISON, D.B., PH.D., Associate Professor of Church History.
- CHARLES THOMAS HOLMAN, A.M., D.B., Associate Professor of Pastoral Duties and Director of Vocational Training; Extension Secretary.
- JOHN KNOX, D.B., PH.D., Associate Professor of Preaching.
- DONALD WAYNE RIDDLE, D.B., PH.D., Associate Professor of New Testament Literature.
- MATTHEW SPINKA, D.B., PH.D., Exchange Associate Professor of Church History.
- HAROLD RIDEOUT WILLOUGHBY, D.B., PH.D., D.D., Associate Professor of New Testament Literature.
- CHARLES HARTSHORNE, PH.D., Assistant Professor of Philosophy.
- RAYMOND A. BOWMAN, A.M., B.D., PH.D., Instructor in Oriental Languages.
- ARCHIBALD GILLIES BAKER, TH.B., PH.D., D.D., Associate Professor Emeritus of Missions.
- SHIRLEY JACKSON CASE, D.B., PH.D., D.D., D.C.L., Dean Emeritus of the Divinity School, Professor Emeritus of the History of Early Christianity.
- SHAILER MATHEWS, A.M., D.D., LL.D., Dean Emeritus of the Divinity School; Professor Emeritus of Historical Theology.
- EDGAR JOHNSON GOODSPEED, D.B., PH.D., D.D., Ernest D. Burton Distinguished Service Professor Emeritus of Biblical and Patristic Greek.
- CLYDE WEBER VOTAW, D.B., PH.D., Professor Emeritus of New Testament Literature.
- HERBERT LOCKWOOD WILLETT, PH.D., Professor Emeritus of Old Testament Language and Literature.
- SIDNEY EARL MEAD, PH.D., Gerald Birney Smith Instructor in Divinity.
- ALLEN PAUL WIKGREN, PH.D., J. M. Powis Smith Instructor in Divinity.
- BERNARD MACDOUGALL LOOMER, A.B., Instructor in Divinity.

Divinity School Courses

In addition to the Seminary courses described in the foregoing pages, the following courses offered by the faculty of the Divinity School are available for Seminary students under the two-and-one rule and under the arrangement for Exchange Professors (see pars. 2 and 3, p. 35). Scholarships covering courses in the Divinity School may be had by Seminary students who meet the necessary requirements. Consult the Director of Studies concerning these.

NOTE.—The titles of the courses by Professors Bower, Edwards, Holt, Irwin, Pauck, Spinka, and Wieman, are printed in two places—in the Divinity School's list below and in the Seminary's curriculum on the preceding pages. To save space, the *descriptions* of these courses are printed in the Seminary's list only.

A. THE HISTORICAL FIELD

The Historical Field includes within its scope courses in the general history of religions, in the history of Hebrew and Jewish religion, and in the rise and expansion of Christianity.

O.L.—O.H. 307. Old Testament History I.—Autumn, IRWIN.

O.L.—O.H. 308. Old Testament History II.—Winter, IRWIN.

O.L.—O.H. 309. Old Testament History III.—Spring, IRWIN.

N.T. 304. Early Christianity in Its Gentile Environment.—Gentile influences in first-century Palestine; the Hellenists of Jerusalem; the transition to the gentile environment; the consolidation of the new movement; conflict and the social triumph of the church. Autumn, WILLOUGHBY.

C.H. 302. Christianity and the European Nations (A.D. 800–1600) (identical with History 328).—The church and culture in the Carolingian Empire; Christianity in feudal Europe; ascendancy of the papacy as a world-power; religious revivals and intellectual movements of the Middle Ages; new social and intellectual forces—nationalism, town life, the New Learning; the religious revolution of the sixteenth century; ideals and achievements of Luther, Calvin, Loyola; the character of early Protestantism. Winter, MCNEILL.

C.H. 303. Christianity and the American People.—A survey of the rise and development of Christianity in America from earliest times to the present. Spring, SWEET.

C.H. 304. History of Ancient Christianity.—Autumn, SPINKA.

C.H. 306. History of European Christianity in Modern Times (1600—).—Spring, SPINKA.

C.H. 310. History of Eastern Orthodox Christianity.—Autumn, SPINKA.

C.H. 326. The History of Western Monasticism (identical with History 319).—The ascetic tendency in religion. Organized asceticism outside of Christianity. Origin and early development of monasticism. Monastic institutions in Italy and Gaul and in the Celtic churches. St. Benedict and the Benedictine Order. Conflict of monastic principles of "industry" and "poverty" illustrated in repeated decline and revival of monasticism in the Middle Ages. Types of monastic piety. Contribution of the monks to civilization and culture. Renaissance revolt against the monastic ideal. Autumn, MCNEILL.

C.H. 328. The Church of Scotland (identical with History 347).—Autumn, MCNEILL.

C.H. 334. Intellectual History of Europe in the Seventeenth Century (identical with History 331).—An examination of the principal developments in theology, science, philosophy, educational theory, political theory, historiography, and belles-lettres in seventeenth-century Europe. Spring, McNEILL.

C.H. 336. The Church and the Renaissance.—Autumn, GARRISON.

C.H. 342. The Reformation in England (identical with History 362).—Organization and life of the English church in the Middle Ages; reforming efforts of Wyclif; rise of English nationalism; the Tudor monarchy and the papacy; influence of humanism and of Lutheranism; reform and reaction under Henry VIII; the course of reform under Edward VI; the Counter Reformation under Mary; the Elizabethan Settlement; characteristics of later Anglicanism. Winter, McNEILL.

C.H. 360. Religion in Colonial America.—A study of the transplanting of organized Christianity to Colonial America and of the influence it exerted. Lectures and reports. Autumn, SWEET.

C.H. 361. History of Christian Thought in America.—The New England theology, southern liberalism, Deism, the Romantic movement, religious thought on the frontier, evolution and theology, the social gospel. Winter, MEAD.

C.H. 365. Pastoral Care in the American Churches.—A study of the background and methods of personal religious guidance from Colonial times to the present. Spring, MEAD.

C.H. 368. Slavery Controversy and the American Churches.—A study of American Christianity in contact with the institution of Negro slavery. Winter, SWEET.

C.H. 370. History of Non-Christian Religions.—Spring, SPINKA.

C.H. 378. The Era of the "Isms," 1815-60.—A study of that period in American history characterized by widespread revivalism and the rise of such movements as Mormonism, spiritualism, and the numerous communistic experiments. Winter, SWEET.

C.H. 380. The Cultural History of Latin America.—A survey of the cultural development of Latin America with especial emphasis upon religion and education. Spring, SWEET.

C.H. 386. History of the Disciples of Christ.—Controversies, expansion, education, and readjustments. Spring, GARRISON.

C.H. 393. The Church in the Twentieth Century.—Autumn, GARRISON.

C.H. 408. Research.—Autumn, Winter, Spring, STAFF.

C.H. 424. History of Church Polity and Discipline.—A series of studies featuring important developments in the structure of church government and the discipline of members, with chief attention to the medieval and early Protestant churches of Europe. Spring, McNEILL.

C.H. 466. Religion on the American Frontier.—A research course. A study of the frontier influence in American Christianity. Each student will be assigned an unpublished manuscript to edit. Autumn, SWEET.

B. THE BIBLICAL FIELD

In these courses an opportunity is offered for study and research in language, literature, and interpretation of both the Old and the New Testaments and of the religious developments connected with the rise and preservation of the biblical writings. The courses dealing more specifically with the closely related historical phases of these developments have been listed in the Historical Field.

O.L.-O.T. 301. Hebrew Language I.—(In sequence with O.L.-O.T. 302 in 1941.) Autumn.

O.L.-O.T. 302. Hebrew Language II.—Winter.

O.L.-O.T. 303. Hebrew Language III.—Spring.

- O.H. 307. Old Testament History I.—Autumn, IRWIN.
 O.H. 308. Old Testament History II.—Winter, IRWIN.
 O.L.—O.T. 331. Introduction to Textual Criticism.—Spring, IRWIN.
 O.L.—O.T. 344. The Early Historical Literature.—Samuel and Kings. Autumn, BOWMAN.
 O.L.—O.T. 346. The Pentateuchal Problem.—Autumn, IRWIN.
 O.L.—O.T. 421. Prophets of the Eighth Century.—Winter, IRWIN.
 O.L.—O.T. 429. Poetic and Didactic Literature III.—Spring, IRWIN.
 O.L.—O.T. 430. The Ras Shamra Inscriptions.—Autumn, BOWMAN.
 O.L.—O.T. 437, 438, 439, 440. Old Testament Research.—Autumn, Winter, Spring, STAFF.
 O.L. Aram. 301. Aramaic I.—Spring, BOWMAN.
 O.L.—O.T. 440-42. Old Testament Research.—Autumn, Winter, Spring, STAFF.
 N.T. 302. The Literature of the New Testament.—The several books of the New Testament in relation to social problems in early Christian communities. The development of early Christian thought and experience as recorded in these writings. Autumn, RIDDLE.
 N.T. 328. New Testament Interpretation and Criticism.—A history of the subject; methods of interpretation and criticism. Autumn, RIDDLE.
 N.T. 331. The Origin of the Gospels.—Winter, RIDDLE.
 N.T. 332. Jewish Literature of the New Testament Period.—A survey of the "apocryphal" and pseudepigraphical writings of late Judaism; introduction to the talmudic traditions and literature; Philo, Josephus, and Hellenistic Judaism. Winter, WILLOUGHBY.
 N.T. 345. The Septuagint.—Selected readings in the Greek of the Old Testament. Characteristics of translation Greek. Relationship to Classical Greek, to the Koine, and to the Greek of the New Testament. Prerequisite: 2 courses in Greek and Hebrew. Spring, WIKGREN.
 N.T. 349. The Translation of the New Testament.—The English versions, modern translations, the art of translation. Winter, WIKGREN.
 N.T. 355. The Earliest Gospel.—Provenance and purpose of the Gospel of Mark; analysis of its contents; interpretation in relation to the initial development of Christianity. Spring, WILLOUGHBY.
 N.T. 360. The Gospel of John.—Autumn, COLWELL.
 N.T. 369. Mysticism in Early Christian Literature.—An interpretation of Paul's Letter to the Colossians, the Fourth Gospel, and extra-New Testament sources which reflect the mystical religious experience in early Christianity. Winter, RIDDLE.
 N.T. 371. The Later Books of the New Testament.—A study of New Testament and extra-canonical writings from which information is derived to discover trends and movements in Christianity in the first half of the second century. Winter, COLWELL.
 N.T. 401. Research.—Autumn, Winter, Spring, STAFF.
 N.T. 410. Seminar: Problems in the Life of Paul.—Autumn, WILLOUGHBY.
 N.T. 416. Christianity and the Greco-Roman Religions.—Crucial problems in the field of Christianity's debt to rival religions. A seminar. Winter, WILLOUGHBY.
 N.T. 440. The Iconography of the Greek New Testament.—Scribes and miniaturists and their ways; the development of the Byzantine art of manuscript illustration; the cycles of New Testament miniatures; iconographic studies with the aid of photographs, slides, and originals. Spring, WILLOUGHBY.

C. THE THEOLOGICAL FIELD

Courses in this field are designed to acquaint the student with the problems and developments of theological and ethical thinking, especially within Christianity.

C.R. 342. *The Ideal of the Good Life in the Great Religions*.—Autumn, HAYDON.
C.R. 351. *Types of Religious Philosophy (Oriental and Western)*.—Winter, HAYDON.

C.R. 442. *Modern Gods (Research)*.—Winter, HAYDON.

C.R. 443. *Mystical Experience in the Great Religions (Research)*.—Spring, HAYDON.

C.T. 302. *Outlines of Christian Theology*.—The conceptions of man, God, salvation, and Jesus Christ are discussed against their historical backgrounds, and the student is required to write an outline statement of his own position. Autumn, AUBREY.

C.T. 309. *Representative Christian Thinkers*.—Autumn, PAUCK.

C.T. 321. *History of Christian Doctrine I*.—Autumn, 1942, PAUCK.

C.T. 322. *History of Christian Doctrine II*.—Winter, 1943, PAUCK.

C.T. 323. *History of Christian Doctrine III*.—Spring, 1943, PAUCK.

C.T. 324. *History of the Doctrine of the Church*.—Spring, PAUCK.

C.T. 326. *The History of the Doctrine of Christ*.—Winter, PAUCK.

C.T. 329. *German Idealism and Christianity*.—PAUCK.

C.T. 330. *Catholicism and Protestantism*.—Spring, PAUCK.

C.T. 340. *The Concept of God*.—An attempt to apply rigorous empirical methodology to the concept of God, with the view of working out a constructive position. Spring, LOOMER.

C.T. 342. *The Church and the Modern Social Order*.—Winter, HOLT.

C.T. 343. *Growth of the Social Consciousness of the American Church*.—Autumn, HOLT.

C.T. 348. *Christianity and Vocational Ethics*.—Spring, HOLT.

C.T. 362. *Introduction to the Philosophical Study of Religion*.—The task of philosophy in criticizing religious concepts and in offering a constructive religious world-view; philosophical methods in relation to religion; outstanding contemporary philosophies of religion; constructive proposals for a religious world-view. Winter, LOOMER.

C.T. 366. *Religion and the Problem of Value*.—Winter, WIEMAN.

C.T. 373. *Christianity and Naturalism: Their Interrelations*.—Autumn, WIEMAN.

C.T. 377. *The Problem of Meaning in Religion*.—Spring, WIEMAN.

C.T. 384. *Social Aspects of Seventeenth-Century Theology*.—The relation of Christian theology to social philosophies, with special reference to the basis of social community. Autumn, AUBREY.

C.T. 400. *Research*.—Prerequisite: Consent of instructor. Autumn, Winter, Spring, STAFF.

C.T. 421. *The Cultural Significance of the Reformation*.—PAUCK.

C.T. 422. *Schleiermacher's Theology and Its Influence*.—PAUCK.

C.T. 423. *Luther's Theology*.—Autumn, PAUCK.

C.T. 425. *Ritschl's Theology and Its Influence*.—Winter, PAUCK.

C.T. 426. *Calvin's Theology*.—Winter, PAUCK.

C.T. 427. *Kierkegaard's Religion*.—Spring, PAUCK.

C.T. 446. *Research in Urban Religious Life I*.—Autumn, HOLT.

C.T. 447. *Research in Urban Religious Life II*.—Winter, HOLT.

C.T. 448. *Research in Urban Religious Life III*.—Spring, HOLT.

C.T. 470. *The Problem of Value*.—Spring, WIEMAN.

D. THE PRACTICAL FIELD

C.H. 365. *Pastoral Care in the American Church*.—Spring, MEAD.

P.T. 301. *The Nature of Christian Preaching*.—An inquiry into the character of preaching based upon a consideration of its origins, the function it has actually fulfilled in the church, and the distinctive factors which determine the Christian preacher's message. Autumn, KNOX.

- P.T. 303. Practice in Preaching.**—Spring, GILKEY, EDWARDS.
- P.T. 310. The Christian Message I.**—A study of the character and content of preaching in the early church, with some attention to the question of its modern relevance. Autumn, KNOX.
- P.T. 311. The Bible in Contemporary Preaching.**—A study of the fundamental relation between the Bible and Christian preaching and of the principles of the Bible's use in preaching. Winter, KNOX.
- P.T. 314. The Work of the Pastor.**—An examination of the work of the pastor in his immediate personal contacts and as a leader of an organized church. Autumn, HOLMAN.
- P.T. 318. Types of Personality Maladjustment and Behavior Difficulty.**—Spring, HOLMAN.
- P.T. 322. The Christian Message II.**—A critical examination of various significant contemporary interpretations of the message of the church. Autumn, KNOX.
- P.T. 323. Journalism and Propaganda.**—A study of (1) the history, functions, and influence of religious journalism; and (2) contemporary propaganda, its uses and abuses, and the analysis of types of propaganda that are directed especially toward the church and religious people. Spring, GARRISON.
- P.T. 340. Trends in Modern Religious Education.**—Autumn, BOWER.
- P.T. 343. Organization and Administration of Religious Education.**—Principles underlying a graded and integrated educational program; consideration of such practical problems as curriculum-planning, selection and training of a working staff, building arrangements and equipment, budgets, and finance. Spring, CHAVE.
- P.T. 344. The Moral Ends of Education.**—Spring, BOWER.
- P.T. 348. Supervision in Religious Education.**—Techniques for training teachers and other church leaders on the job; visitation; analysis of various types of religious leadership; how to keep all activities on a religious level and to bring staffs to effective and co-operative working conditions; local and field problems. Winter, CHAVE.
- P.T. 351. The Religious Development of the Adult.**—Critical problems of adult life and significance thereto of religion and religious organizations; evaluation of existing agencies and programs; leadership; trends; special studies planned for different interests. Winter, CHAVE.
- P.T. 355. A Theory for Operative Christianity.**—Autumn, BOWER.
- P.T. 365. Religious Development of the Adolescent.**—A study of the transitional period between childhood and adulthood; changing characteristics, problems, and conditioning factors; evaluation of trends in character and religious educational programs and methods; desirable experiences for personal living, social relationships, and general religious development. Autumn, CHAVE.
- P.T. 368. The Bible in Modern Religious Experience.**—Spring, BOWER.
- P.T. 417. Research in the Administration of Religious Agencies.**—Winter, HOLMAN.
- P.T. 465. Research.**—Prerequisite: Consent of instructor. Autumn, Winter, Spring, STAFF.
- Sp. 221. Fundamentals of Speech.**—Winter, EDWARDS.
- Sp. 300. Interpretative and Choral Reading.**—Winter, EDWARDS.
- Sp. 302. Phonetics.**—Spring, EDWARDS.
- Sp. 304. Theory and Practice in Persuasion.**—Spring, EDWARDS.

Summaries

Fellows.....	4
Regular students.....	143
Special students.....	22
Total Seminary students.....	169
University, Meadville Seminary, George Williams College, and Presbyterian College of Christian Education students taking courses with Seminary instructors... 20*	
* This number does not include students taking courses with instructors who are members of both Seminary and Divinity School faculties.	

SOURCES OF STUDENTS

Denominations		Denominations	
Congregational-Christian.....	83	Unitarian.....	1
Methodist.....	28	United Brethren.....	1
Presbyterian.....	15	United Presbyterian.....	1
Baptist.....	11		
Disciples.....	10		
Friends.....	6	Colleges, Universities, and Seminaries	
Mennonite.....	3	State and municipal colleges and universities.....	43
Church of the Nazarene.....	2	Private colleges and universities (non-denominational).....	68
Evangelical and Reformed.....	2	Private colleges and universities (denominational).....	57
Lutheran.....	2	Seminaries and theological schools... ..	19
Church of the Brethren.....	1	Foreign universities.....	7
Evangelical.....	1		
Evangelical Mission Covenant.....	1		
Nestorian.....	1		

SUMMARY OF ATTENDANCE FOR THE YEAR 1940-41

	SPRING 1940			AUTUMN 1940			WINTER 1941			TOTAL (DIFFERENT) STUDENTS		
	M	W	T	M	W	T	M	W	T	M	W	T
Fellows.....	2	...	2	3	...	3	3	...	3	4	...	4
Regular students.....	69	23	92	76	22	98	76	23	99	105	38	143
Special students.....	6	8	14	6	6	12	1	10	11	16	6	22
Total Seminary students.....	77	31	108	85	28	113	80	33	113	125	44	169
University of Chicago, Meadville Seminary, George Williams College, and Presbyterian College of Christian Education students taking Seminary courses.....	4	4	8	6	...	6	3	4	7	12	8	20

Awards Spring Quarter, 1940

The Degree of Bachelor of Divinity Was Conferred upon

- F. WILLIAM BREEN Monon, Indiana
B.A., Intermountain Union College, 1934
- HENRY HAGBERG CLARK Bridgeport, Connecticut
B.A., Illinois College, 1937
- JOSEPH WINFIELD FRETZ Chicago, Illinois
A.B., Bluffton College, 1934; A.M., University of Chicago, 1938
- LLOYD EDWARD GALLOWAY Greensboro, North Carolina
A.B., Morgan College, 1936
- PAUL A. GIA RUSSO Oak Lawn, Illinois
A.B., Syracuse University, 1932; LL.B., 1936; A.M., University of Chicago, 1939
- EDWIN CLARENCE JOHNSON Alexandria, Minnesota
B.A., Yankton College, 1929; M.A., University of South Dakota, 1930
- HOMER CLYDE McEWEN* New Orleans, Louisiana
B.S., Straight University, 1934
- ORLAND A. MCKINLEY Sandwich, Illinois
A.B., Grinnell College, 1936
- EVERETT EARNEST MANES El Paso, Illinois
A.B., Indiana University, 1933; A.M., University of Chicago, 1935
- RUSSELL E. MYERS Port Washington, Wisconsin
B.A., Yankton College, 1934
- FRED WILLIAM NEAL** Portland, Oregon
A.B., Albany College, 1936
- ALVIN H. SCAFF** Dallas, Texas
B.A., University of Texas, 1936
- EMERSON WAYNE SHIDELER*** Pittsburgh, Pennsylvania
A.B., University of Pittsburgh, 1937
- GEORGE QUENTIN WOOMER Burr Oak, Michigan
A.B., Albion College, 1936

The Degree of Master of Arts in Church Social Work
Was Conferred upon

- JESSIE MAE MADDOX Pittsburgh, Pennsylvania
A.B., Talladega College, 1938

* *Cum laude.* ** *Magna cum laude.* *** *Summa cum laude.*

RUTH ROBERTS OLMSTEAD Grant, Michigan
 B.A., Mount Holyoke College, 1922

MARGARET ALICE VIGARS Erie, Pennsylvania
 B.A., Iowa State Teachers College, 1937

The Degree of Master of Arts in Religion and the Arts
 Was Conferred upon

DOROTHY CROCKER BIRD Miami Beach, Florida
 Th.B., Gordon College of Theology and Missions, 1938

ADENA JOY Portland, Oregon
 B.S., Oregon State College, 1933

The Degree of Master of Arts in Religious Education
 Was Conferred upon

ELEANOR MARGARET BOND Pittsburgh, Pennsylvania
 B.A., University of Wisconsin, 1936

JULIA ELIZABETH KAGIN St. Paul, Minnesota
 B.A., Macalester College, 1937

The Degree of Doctor of Divinity, *honoris causa*
 Was Conferred upon

ARTHUR W. BARWICK Des Plaines, Illinois

HARRY THOMAS STOCK Boston, Massachusetts

Special Entrance Scholarships for the Year 1940-41 Were Awarded to

MITSUO AOKI Hawi, Hawaii
 B.A., Drury College, 1940

JAMES WERNER BRISTAH Plymouth, Michigan
 A.B., Albion College, 1940

CHARLES DUTHIE BROADBENT Bridgeport, Connecticut
 B.A., Defiance College, 1940

FRANKLIN RUGE ELLIOTT Eau Claire, Wisconsin
 B.S., State Teachers College, River Falls, Wisconsin, 1940

KARL EDWARD OLSON Grand Rapids, Michigan
 A.B., University of Michigan, 1940

ELSIE PAULINE SWENSON Colorado Springs, Colorado
 B.A., Colorado College, 1940

Junior Fellowships for the Year 1940-41 Were Awarded to

BERNARD VERNON MUNGER Smith Center, Kansas
 A.B., Washburn College, 1938

SEIDO OGAWA.....Honolulu, Hawaii
B.A., University of Hawaii, 1937

JOHN ROBERT VON ROHR.....Wayzata, Minnesota
B.B.A., University of Minnesota, 1937

The Atherton Scholarship for the Year 1940-41 Was Awarded to
ABRAHAM KAHIKINA AKAKA.....Honolulu, Hawaii
B.A., Illinois Wesleyan University, 1939

The Mary B. Hibbard Curtis Research Scholarship for
the Year 1940-41
Unawarded

The Hawaiian Scholarship for the Year 1940-41
Unawarded

FELLOW ON THE BLATCHFORD FOUNDATION

PAUL JOSEPH FOLINO.....Chicago, Illinois
B.A., Ohio State University, 1936; A.M., University of Chicago, 1939

Alternate

THATCHER M. JORDAN.....Los Angeles, California

FELLOWS ON THE FORD FOUNDATION

HOMER CLYDE McEWEN.....New Orleans, Louisiana
B.S., Straight University, 1934

EMERSON WAYNE SHIDELER.....Pittsburgh, Pennsylvania
A.B., University of Pittsburgh, 1937

During the Year the Degree of Master of Arts
Has Been Conferred by the University of
Chicago upon the Following
Seminary Students

VERNON E. F. BENSON.....Minooka, Illinois

MARION JANET HAYES.....Norwood, Massachusetts

Colleges, Universities, and Seminaries Represented in the Chicago Theological Seminary Student Body of 1940-41

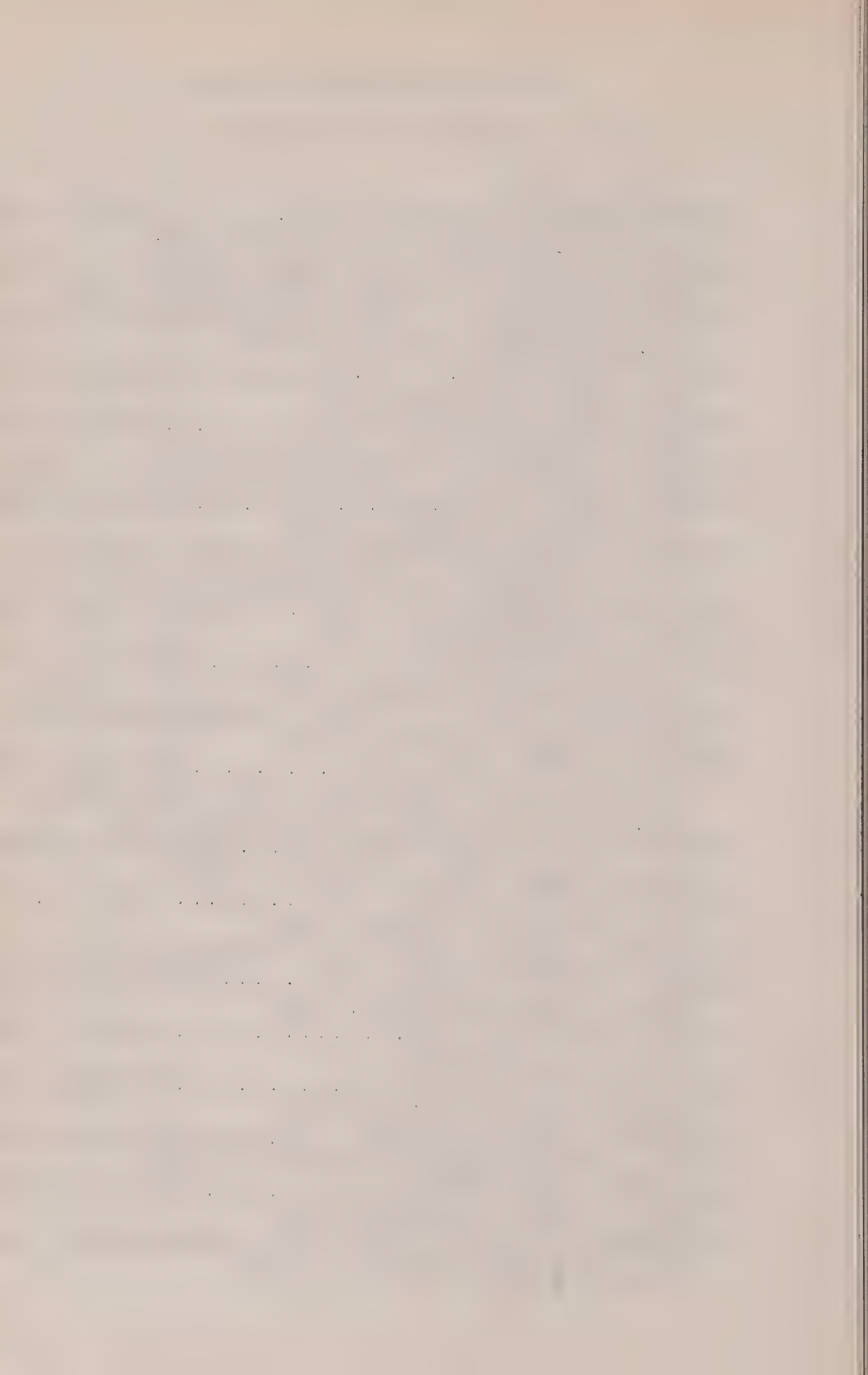
Adrian	George Williams
Albany	Gordon
Albion	Grinnell
American Assyrian University (Iraq)	Guilford
Andover-Newton	Hamline
Asbury	Hartford Theological Seminary
Augustana (S.D.)	Harvard
Baptist Missionary Training School	Hobart
Baylor	Hochschule für Welthandle (Vienna, Austria)
Berea	Illinois
Bethany (Kan.)	Illinois Wesleyan
Bethany-Peniel	Indiana University
Bethel (Kan.)	Iowa State Teachers
Boston	James Millikin
Bowdoin	Kalamazoo
Bradley Polytechnic Institute	Kansas State
Brigham Young	Kimball School of Theology
Capital	Kobe College (Japan)
Carleton	Louisiana College
Coe	Louisiana State
College of Wooster	Macalester
Colorado College	Marion
Columbia University	Marshall
Culver-Stockton	Maryville
Dartmouth	Midland
Defiance	Monmouth
Denison	Morningside
DePauw	Mount Holyoke
Doshisha University (Japan)	Nebraska State
Drake	Nebraska Wesleyan
Drew	North Central
Drury	North Park College
Eden Theological Seminary	Northwestern
Eureka	Oberlin
Evangelical Theological Seminary (Bulgaria)	Occidental
Fisk	Ohio State
Garrett Biblical Institute	Oklahoma A. & M.

Oklahoma Baptist University	University of Akron
Olivet	University of California at Los Angeles
Ottawa University (Kan.)	University of Chattanooga
Park	University of Chicago
Pennsylvania State	University of Hawaii
Pomona	University of Illinois
Prague (Czechoslovakia)	University of Michigan
Princeton	University of Minnesota
Princeton Theological Seminary	University of Missouri
Ripon	University of Nebraska
Rockford	University of New Mexico
Savonarola Seminary	University of North Dakota
Schauffler	University of Oklahoma
Simmons	University of Omaha
Southern Baptist Seminary	University of Pittsburgh
Southern Methodist	University of Shanghai (China)
Southwestern	University of Southern California
Southwestern Baptist Theological Seminary	University of Texas
State Teachers College (River Falls, Wis.)	University of Washington
Straight	University of Wichita
Swarthmore	University of Wisconsin
Syracuse	Washburn
Talladega	Washington University
Taylor	Washington and Lee University
Texas Christian	Wheaton (Ill.)
Transylvania	Whittier
Tulsa	Willamette
	Xavier
	Yankton

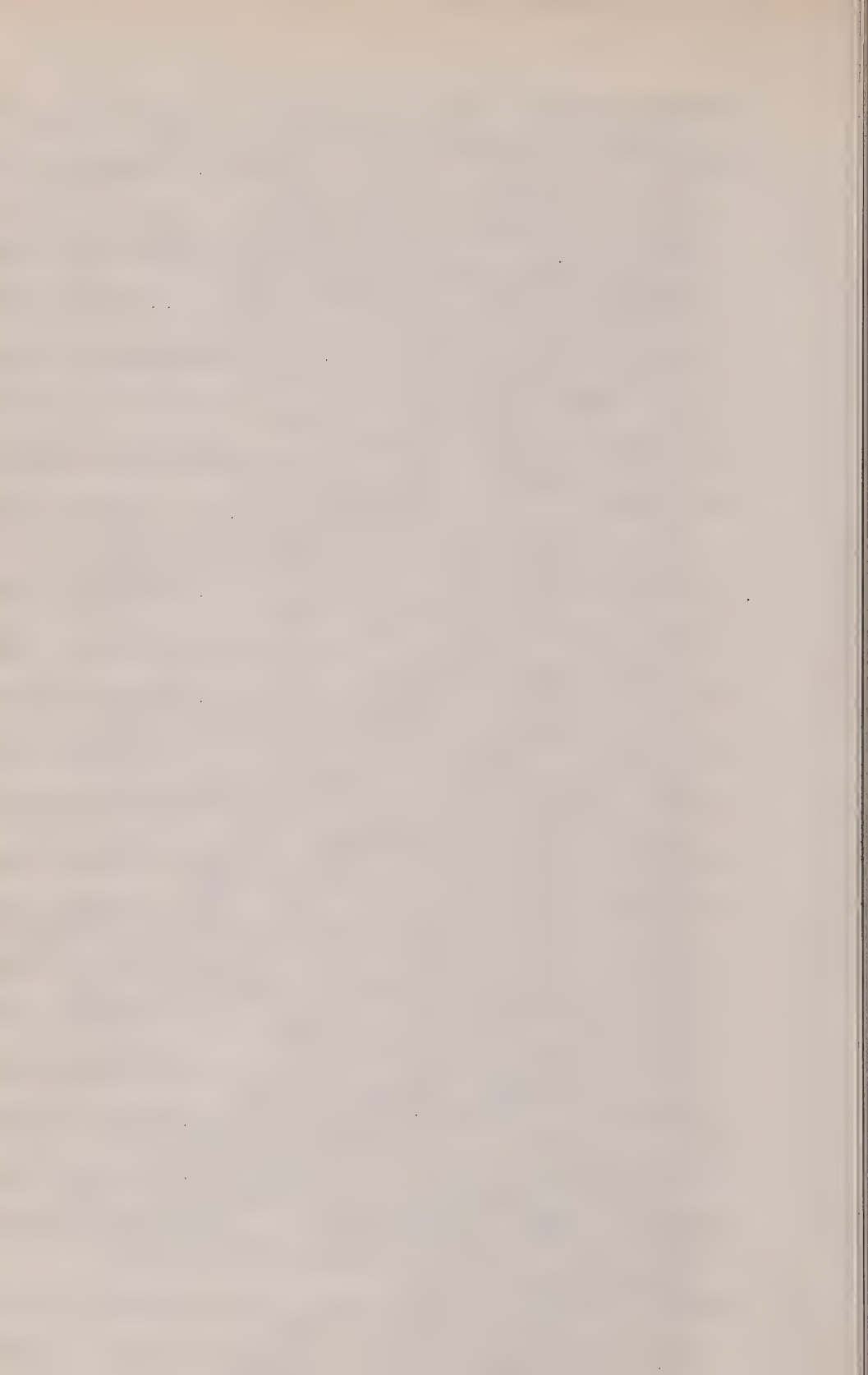
STUDENTS ENROLLED 1940-41

Regular Students

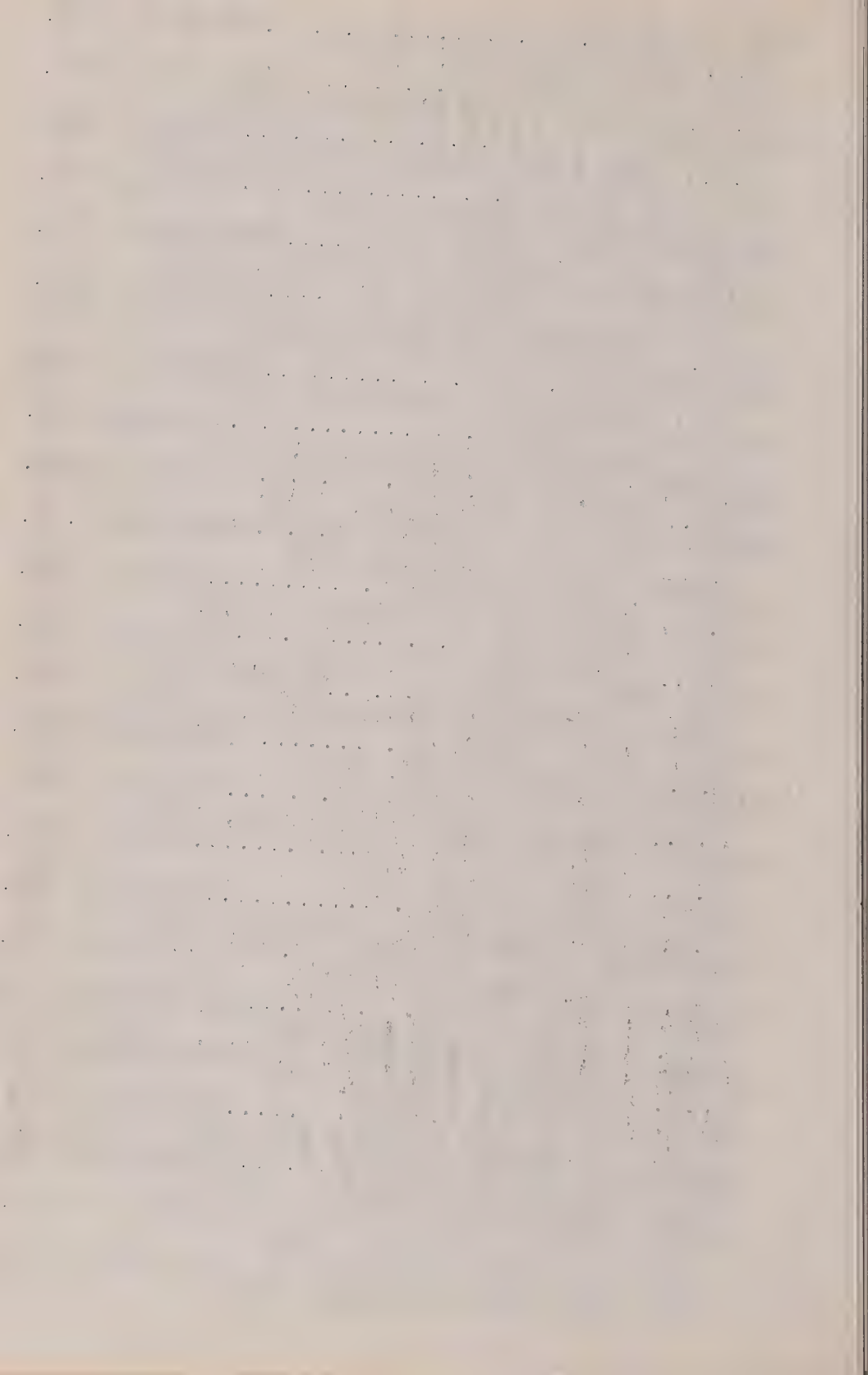
ADAMS, ANNIE LILLIAN, sp.a.w. Waco, Te
 A.B., Southwestern University, 1935
 AKAKA, ABRAHAM KAHIKINA, a.w. ..Honolulu, Haw
 A.B., Illinois Wesleyan University, 1939
 ALLAN, JAMES BARR, a.w. Waterbury, Co
 B.A., Kalamazoo College, 1939
 AOKI, MITSUO, a.w. Hawi, Haw
 B.A., Drury College, 1940
 AVERY, PERRY DICKINSON, sp.a. Kokomo, I
 B.A., Pomona College, 1928
 B.D., The Chicago Theological Seminary, 193
 BAKER, KARL H., sp.a.w. Newton, Kan
 A.B., Bethel College, 1938
 BAKER, GORDON JEFFERSON, sp.a.w. Los Angeles, Ca
 A.B., University of California, 1938
 BALLARD, KENNETH EARL, w. Elmira, New Y
 A.B., Park College, 1939
 BARRY, DAVID WILLIAM, sp.a.w. ...Cleveland, O
 A.B., Oberlin College, 1938
 BARTHOLOMEW, DONALD IRVING, a.w. Bellona, New
 A.B., Hobart College, 1939
 BENSON, VERNON E.F., sp.a. Minocks, I
 A.B., Bradley Polytechnic Institute, 1937
 A.M., The University of Chicago, 1940
 BERGER, WILLIAM ELLSWORTH, sp.w. Manhattan, Ka
 B.S., Kansas State College, 1939
 BERRETH, EDWIN OSCAR, a.w. Burt, N.
 B.A., Yankton College, 1939
 B.Th., Yankton School of Theology, 1940
 BIRD, DOROTHY CROCKER, sp. Stoughton, Ma
 Th.B., Gordon College, 1938
 BLAIR, LOIS FAYE, sp.a. Tulsa, Ok
 A.B., Park College, 1939
 BOMERS, ARTHUR E., sp. Chicago, I
 A.B., Olivet College, 1935
 BRADEN, CHARLES McMURRAY, sp.a.w. Evanston, I
 B.S., Northwestern University, 1939
 BRISTAR, JAMES WERNER, a.w. Plymouth, Mi
 B.A., Albion College, 1940
 BROADEBENT, CHARLES DUTHIE, a.w. Bridgeport, Co
 B.A., Defiance College, 1940



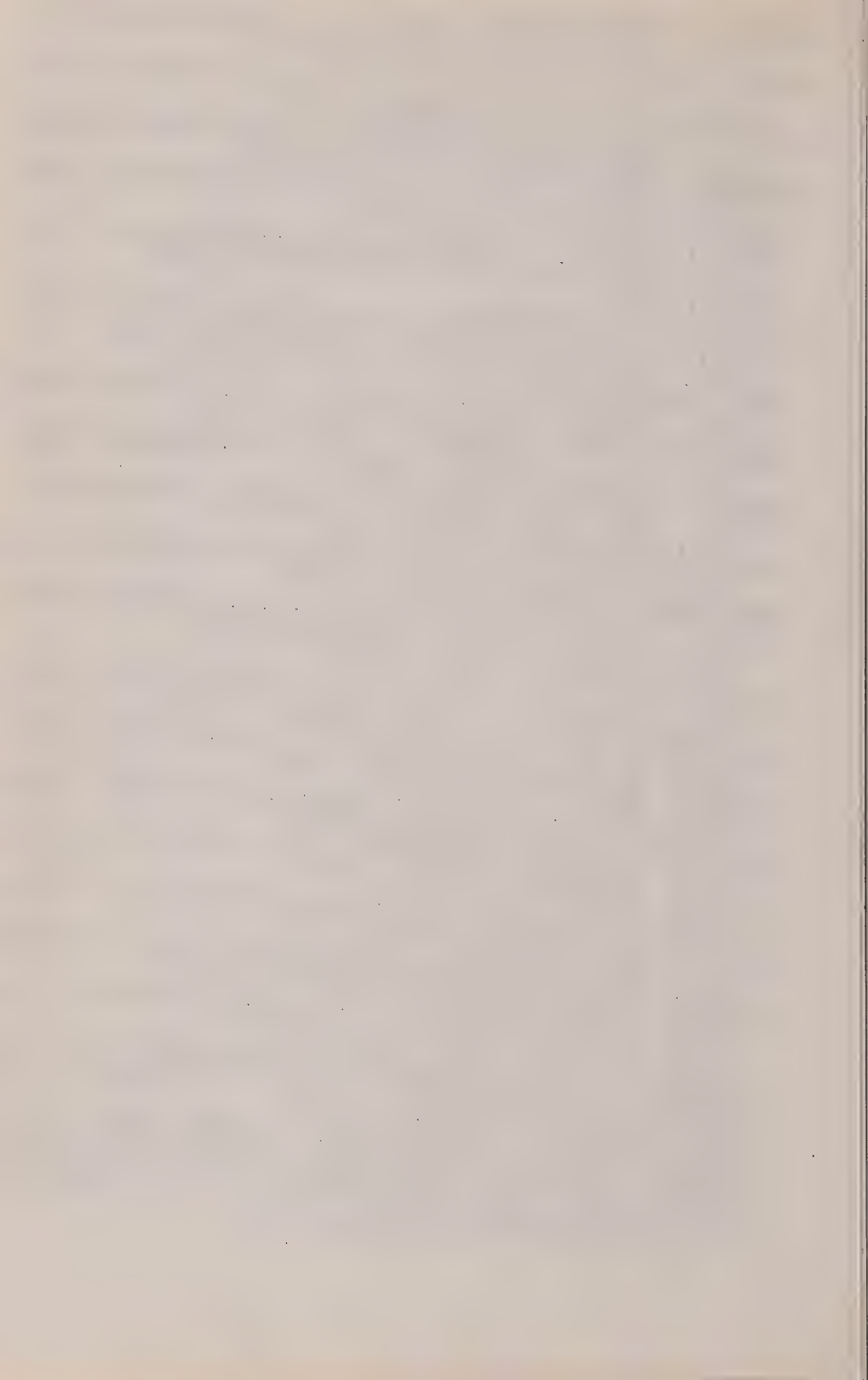
BRODT, ROBERT DAVID, sp.a.w. Chicago, Ill.
 A.B., University of Illinois, 1938
 BROWN, CHESTER CLAYTON, sp.a.w. Malta, Ill.
 B.A., Wheaton College, 1933
 M.A., University of Wisconsin, 1937
 CHAMBERLIN, ROY BULLARD JR., sp. .Hanover, N.H.
 A.B., Dartmouth College, 1938
 CHAMBERS, FRANCIS HERBERT, a.w. Omaha, Nebr.
 A.B., Omaha University, 1941
 CLARK, HENRY HASBERG, sp. Bridgeport, Conn.
 A.B., Illinois College, 1937
 CLAY, SETH ALTON, a.w. Galesburg, Mich.
 A.B., Olivet College, 1932
 CONOVER, STANLEY HUMBY, sp.a.w. Minneapolis, Minn.
 B.A., Carleton College, 1937
 CUTHRELL, JULIA ELIZABETH, a.w.sp. .Tyler, Texas
 A.B., Texas Christian University, 1934
 M.A., Louisiana State University, 1936
 DANNER, NEVIN EARLE, sp.a.w. Dwight, Ill.
 A.B., Harvard College, 1935
 DAVIS, LEE EDMUND, w. Arthur, Ill.
 A.B., Eureka College, 1939
 DE MAAR SHIMAN, SADOOK, sp.a.w. ..Lebanon, Syria
 B.A., American College, Persia, 1918
 DICKSON, RONALD WARREN, sp.a.w. Akron, Ohio
 A.B., University of Akron, 1939
 DORRY, FRANK DAVID, sp.a.w. Toronto, Ontario, Can.
 A.B., Guilford College, 1939
 EASTMAN, FRANCIS WHITTIER, a.w.sp. .Tulsa, Okla.
 B.A., University of Tulsa, 1935
 ELLIOTT, FRANKLIN RUCK, a.w. ..Eau Claire, Wis.
 B.S., State Teachers College, River Falls, Wis.
 EVANS, PAULINE FAYE, a.w. El Reno, Okla.
 B.A., Oklahoma Baptist University, 1939
 FELTER, EUNICE BEALL, sp.w. Eureka, Ill.
 B.A., Eureka College, 1939
 FENNER, MELVIN REID, a.w. Pittsburgh, Pa.
 A.B., Monmouth College, 1940
 FERGUSON, ALEXANDER BROWN, sp.a.w. Chattanooga, Tenn.
 B.A., University of Chattanooga, 1938
 FINKE, MADGE AKFORD, sp. Lincoln, Nebr.
 A.B., Nebraska Wesleyan University, 1938
 FISCHER, PETR BONDAN, sp. Libstat, Bohemia
 John Hus Faculty, Prague, Second State
 Examination, 1938
 FOLTZ, CARFON EUGENE, a.w. Flint, Mich.
 B.A., Adrian College, 1929
 M.A. Teachers College, Columbia Univ., 1939



FOX, HOWARD K., a. Claypool, Ind.
 A.B., Marion College, 1937
 FRANK, MELVIN LYNN, sp.a.w. ... Lake Villa, Ill.
 B.A., University of Minnesota, 1933
 GAEDE, ERWIN A., sp.a.w. Tripoli, Iowa
 B.A., Iowa State Teachers College, 1939
 GANT, WALTER H., a.w. Chicago, Ill.
 B.A., Illinois College, 1938
 GARRIOTT, CHRIS TROY, sp.a. Harristown, Ill.
 A.B., James Millikin University, 1938
 GIA RUSSO, PAUL ANTHONY, sp. Oak Lawn, Ill.
 A.B., Syracuse University, 1932; LL.B., 1936;
 M.A., University of Chicago, 1939
 GUNG, YUEH-GIN, sp.a.w. Shanghai, China
 B.A., University of Shanghai, 1935
 HALL, MARY ALICE, a.w. Linneus, Mo.
 A.B., University of Missouri, 1940
 HALSTEAD, GEORGE WILLIAM, sp.a.w. Brooten, Minn.
 B.A., Hamline University, 1939
 HALVERSON, MARVIN PIERCE, sp.a.w. Sioux Falls, S. D.
 B.A., Augustana College, 1938
 HANCHETT, JOHN CORLISS, w. Faxon, Ill.
 B.S., University of Wisconsin, 1936
 HANDY, EVELYN MAY, a.w. Seattle, Wash.
 B.A., University of Washington, 1940
 HATCH, JOHN SPENCER, a.w. ...Tergus Falls, Minn.
 B.B.A., University of Minnesota, 1938
 HAYES, MARION JANET, sp. Norwood, Minn.
 B.S., Simmons College, 1939
 HECKMAN, HAROLD WILLIAM, sp.w. Huntley, Ill.
 A.B., Nebraska State University, 1939
 HERNDON, BETTY EARLEEN, a.w. Tulsa, Okla.
 A.B., Drury College, 1940
 HOLCOMB, CORINNE, sp. Chicago, Ill.
 A.B., James Millikin University, 1912
 HUNTINGTON, INEZ JEANETTE, sp.a.w. ... Berea, Ky.
 B.A., Berea College, 1939
 JACKSON, MURCHAIL LEE, a.w. New Orleans, La.
 B.A., Xavier University, 1939
 JAMISON, CARNELLA LEATHER, w. Indianapolis, Ind.
 A.B., Talladega College, 1937
 JEFFERSON, OSWALD W., a.w. Somonauk, Ill.
 A.B., Willamette University, 1937
 JOHNSON, LAWRENCE OSCAR, a.w. Sioux City, Ia.
 A.B., Morningside College, 1940
 JONES, TORRANCE RINARD, a.w. San Mateo, Calif.
 B.A., Whittier College, 1940
 KACIN, JULIA ELIZABETH, sp. St. Paul, Minn.
 B.A., Macalester College, 1937



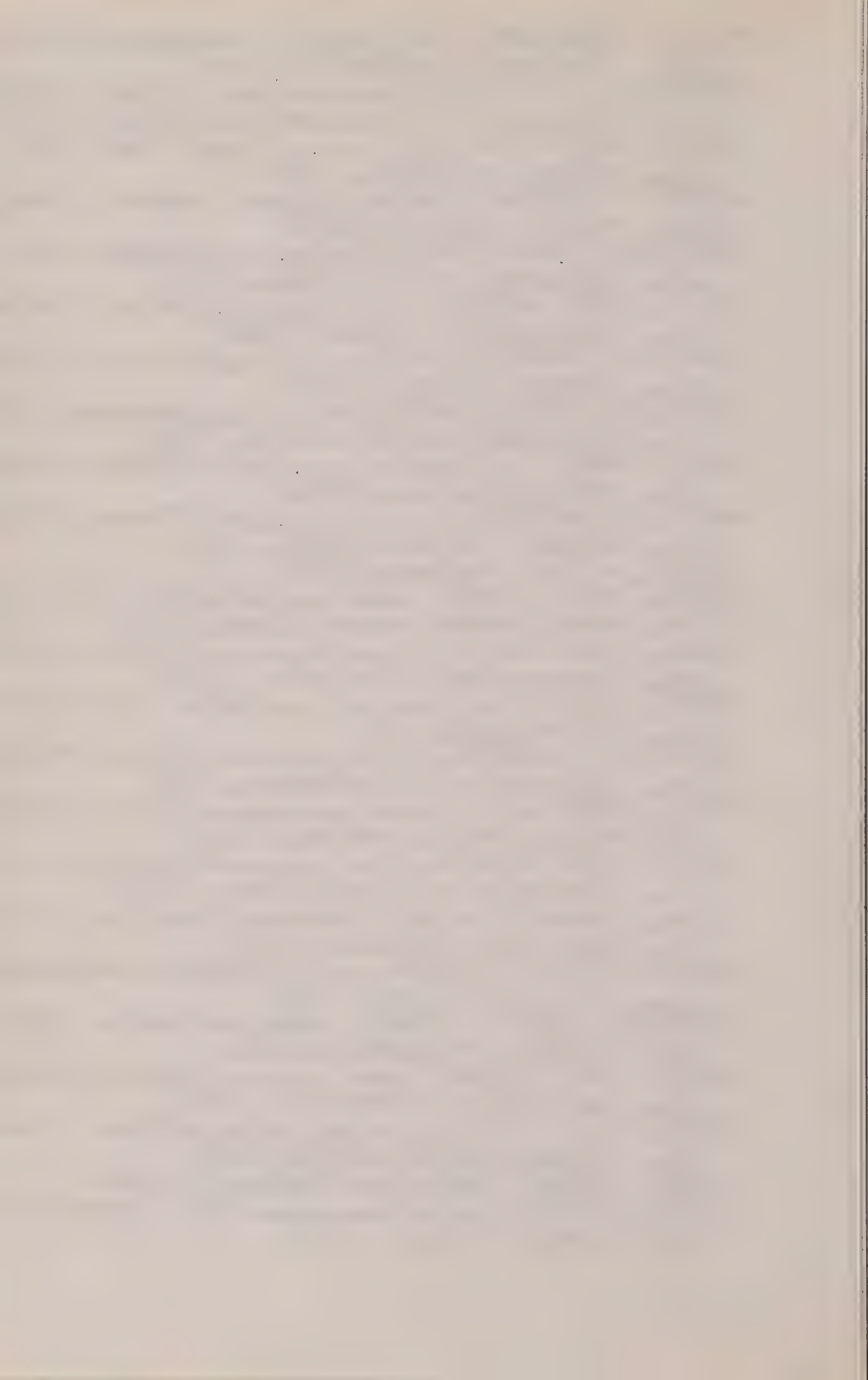
KEISER, JULIAN JEROME, sp.a.w. Strestor, Ill.
 A.B., North Central College, 1937
 KELLY, HERBERT G. Shiocton, Wis.
 B.A., Wisconsin University, 1936
 KESSELRING, RALPH ADOLPH, a.w. Malay States
 B.A., North Central College, 1930
 KREIDER, ROBERT STANFORD, sp...North Newton, Kans.
 A.B., Bethel College, 1939
 LARSON, ERNEST S., sp.a.w. Chicago, Ill.
 Ph.B., The University of Chicago, 1931;
 M.A., 1932
 LAWTON, WALTER TERRELL, sp.a.w. Washington, D. C.
 A.B., Washington and Lee University, 1936
 Th.B., Southern Baptist Seminary, 1939
 LEE, VIRGINIA, a.w. Provo, Utah
 A.B., Brigham Young University, 1938
 LINDBLADE, VIOLA MATHILDA, a.w. Malden, Mass.
 A.B., Gordon College, 1940
 LLOYD, GIL BURTON, sp.a.w. Nashville, Tennessee
 A.B., Fisk University, 1939
 LORING, HERBERT RICHARD, sp.a.w. Norwich, Vt.
 A.B., Dartmouth College, 1938
 LUNSFORD, ROBERT LLOYD, w. Tefft, Ind.
 Th.B., Bethany Peniel College, 1935
 M.A., Marion College, 1937
 LUSK, ALPHEUS M., sp. Watervliet, Mich.
 B.S., Oklahoma A. & M. College, 1935
 MODERMOTT, MARY KATHARINE, sp. Topeka, Kans.
 B.A., Swarthmore College, 1938
 McEWEN, HOMER CLYDE, sp. Jackson, Miss.
 B.S., Straight College, 1934
 McKINLEY, ORLAND ALLSPAUGH, sp. ..Algonguin, Ill.
 A.B., Grinnell College, 1936
 MADDOX, JESSIE MAE, sp. Birmingham, Ala.
 A.B., Talladega College, 1938
 MALINOWSKI, THADDEUS, sp. Poland
 B.S., George Williams College, 1935
 MANES, EVERETT BARNETT, sp. Walworth, Wis.
 A.B., Indiana University, 1933
 M.A., The University of Chicago, 1935
 MERRILL, ELIZABETH WHITNEY, a.w. ..Brooklyn, N.Y.
 B.A., Oberlin College, 1940
 MEYER, EUGENE WALDEMAR, a.w. Milwaukee, Wis.
 A.B., Washington University, 1937; M.A., 1939
 MIHAYLOVSKA, KALINA GOSPODINOVA, w. Bulgaria
 B.S., Schauffler College, 1939



MOORE, ROBERT SUTTON, sp.a.w. Lennon, Mich.
 B.S.E., University of Michigan, 1938
 MORRILL, JAMES WHITTIER, sp.a.w. ...Chicago, Ill.
 A.B., Oberlin College, 1938
 MORSE, EVANGELINE FELICIDAD, sp.a.w. Chicago, Ill.
 A.B., Talladega College, 1937
 MUNGER, BERNARD VERNON, sp.a.w. Smith Center, Kans.
 A.B., Washburn College, 1938
 MURDICK, CLIN JOHN, sp. Port Huron, Mich.
 B.A.E., The University of Michigan, 1938
 MURDOCK, DOROTHY MARION, a.w. Tulsa, Okla.
 A.B., University of Oklahoma, 1940
 MYERS, RUSSELL ELMER, sp. Port Washington, Wis.
 B.A., Yankton College, 1934
 NEAL, FRED WILLIAM, sp. Portland, Ore.
 A.B., Albany College, 1936
 NELSON, FLOYD H., sp.a. Seward, Ill.
 B.S.L., Drake University, 1936
 OGANA, SEIDO, sp.a.w. Honolulu, T. H.
 B.A., University of Hawaii, 1937
 OLERICH, STUART W., sp.a.w. Madison, Wis.
 Ph.B., University of Wisconsin, 1938
 OLD, THOMAS CURNEW, sp. Cornwall, England
 B.A., University of North Dakota, 1921
 M.A., Hartford School of Religious Education,
 1939
 OLSON, KARL EDWARD, a.w. Grand Rapids, Mich.
 A.B., University of Michigan, 1940
 PAFF, ELMO RAY, sp.a.w. Coshen, Ind.
 A.B., DePauw University, 1939
 PALMER, PHILIP WENTWORTH, sp.a.w. ..Chicago, Ill.
 B.A., Carleton College, 1938
 PARKER, EVERETT CARLTON, a.w. Chicago, Ill.
 A.B., University of Chicago, 1935
 PENNINGTON, PHIL, sp.a.w. Augusta, Kans.
 A.B., University of Wichita, 1938
 PENTICOFF, PRENTISS CHANNING, sp. Cisco, Ill.
 B.A., Illinois Wesleyan University, 1935
 B.D., Garrett Biblical Institute, 1938
 PHELPS, ARTHUR DWIGHT, sp. Cresco, Iowa
 A.B., Ottawa University (Kans.), 1925
 POPPE, LOUIS OUSTAV, sp.a.w. Scotland, S.D.
 B.A., Yankton College, 1938; Th.B., 1939
 RARDIN, CLORA ALICE, sp.a.w. Chicago, Ill.
 A.B., Marshall College, 1932
 REED, MARY (ALICE), a.w. Ironton, Ohio
 A.B., Denison University, 1940



ROBISON, (ROBERT) PAUL, a.w. ... Montpelier, Ohio
 B.A., Ohio State University, 1940
 RONANDER, ALBERT CARL, sp.a.w. Los Angeles, Calif.
 A.B., University of Southern California, 1938
 SAHLER, SADIE ELMA, sp. South Bend, Ind.
 B.A., Kalamazoo College, 1939
 SAMPSON, THOMPSON SAWYER, sp.a.w. Boston, Mass.
 B.S., Bowdoin College, 1936
 SANDERSON, JAMES KENT, sp.a.w. Milton, Ill.
 A.B., Culver-Stockton College, 1937
 SCAFF, ALVIN NEWITT, sp. Dallas, Texas
 B.A., University of Texas, 1936
 SCHOMER, HOWARD FRANKLIN, a.w. ... Oak Park, Ill.
 B.S., Harvard College, 1937
 SHIDLER, EMERSON WAYNE, sp. Roanoke, Va.
 A.B., University of Pittsburgh, 1937
 SMITH, JESSE G., sp.a.w. New Carlisle, Ind.
 A.B., Bethany College, 1910
 SMITH, SYLVESTER A., a. Oak Forest, Ill.
 A.B., Bethany Peniel College, 1931
 Th.B., Olivet College, 1939
 SPYKER, FRED BOWERS, a.w. Centre Hall, Pa.
 B.A., Pennsylvania State College, 1939
 STARR, EDNA JEAN, sp. Naches, Wash.
 A.B., Transylvania University, 1938
 STAVES, WALTER H., sp.a.w. ... Cedar Rapids, Ia.
 B.A., Coe College, 1938
 STEPHENSON, WARD L., sp. Orcas, Wash.
 B.A., University of Washington, 1939
 STILL, EDWIN W., sp.a.w. Chicago, Ill.
 A.B., Washington University, 1938
 STORVE, OLAF ANDREAS, sp. Mekeino, N. D.
 B.A., University of North Dakota, 1936
 Storms, Grace Elizabeth, sp.a.w. Glendale, Calif.
 B.A., Occidental College, 1937
 SWENSON, KLSIE PAULINE, a.w. Colorado Springs, Colo.
 B.A., Colorado College, 1940
 THOMPSON, DOROTHY ABIGAIL, sp. ... Norman, Okla.
 A.B., College of Wooster, 1932
 TONNER, JACK LANDON, a.w. Lincoln, Nebr.
 A.B., University of Nebraska, 1939
 TRICK, ORMAL B., a.w. Salem, Ore.
 A.B., Willamette University, 1928
 B.D., Kimball School of Theology, 1930
 ULRICH, FRANCES, a.w. Mt. Vernon, Ohio
 A.B., Oberlin College, 1940



UFTON, LAWRENCE MUNNS, sp. Davenport, Ia.
 A.B., Grinnell College, 1937
 URATANI, MICHIO, a.w. Shigaken, Japan
 Bungakushi, Doshisha University, 1938
 UTTERBACK, GLENN LESTER, a.w. Chicago, Ill.
 B.S., University of Illinois, 1932
 VAN NUY, KELVIN, a.w. New York, N. Y.
 A.B., Oberlin College, 1936
 VAUGHAN, JOHN ARTHUR, a.w. Belleville, N.J.
 B.A., Brothers College, 1937
 VICARS, MARGARET ALICE, sp. Algona, Ia.
 B.A., Iowa State Teachers College, 1937
 VON ROHR, HELEN PHYLLIS, sp.a. Minneapolis, Minn.
 B.A., University of Minnesota, 1938
 VON ROHR, JOHN ROBERT, sp.a.w. Minneapolis, Minn.
 B.B.A., University of Minnesota, 1937
 VOTH, THEODORE HENRY, sp. Wichita, Kans.
 A.B., Bethel College, Kansas, 1936
 WAGNER, JOHN ALBERT, sp. Orfordville, Wis.
 B.A., Ripon College, 1935
 WELLES, JUDITH BEACH, sp.a. Wethersfield, Conn.
 A.E., Mt. Holyoke College, 1938
 WESCHE, PERCIVAL A., w. Lowell, Ind.
 A.B., Taylor University, 1934
 B.D., Asbury Theological Seminary, 1938
 WIENCKE, GERTRUDE P., a.w. Auburn, Nebr.
 A.B., Midland College, 1940
 WILLIAMS, PALMER DAY, sp.a.w. .Claremont, Calif.
 B.A., Pomona College, 1940
 WOOLSER, GEORGE QUENTIN, sp. Burr Oak, Mich.
 B.A., Albion College, 1936

SPECIAL STUDENTS

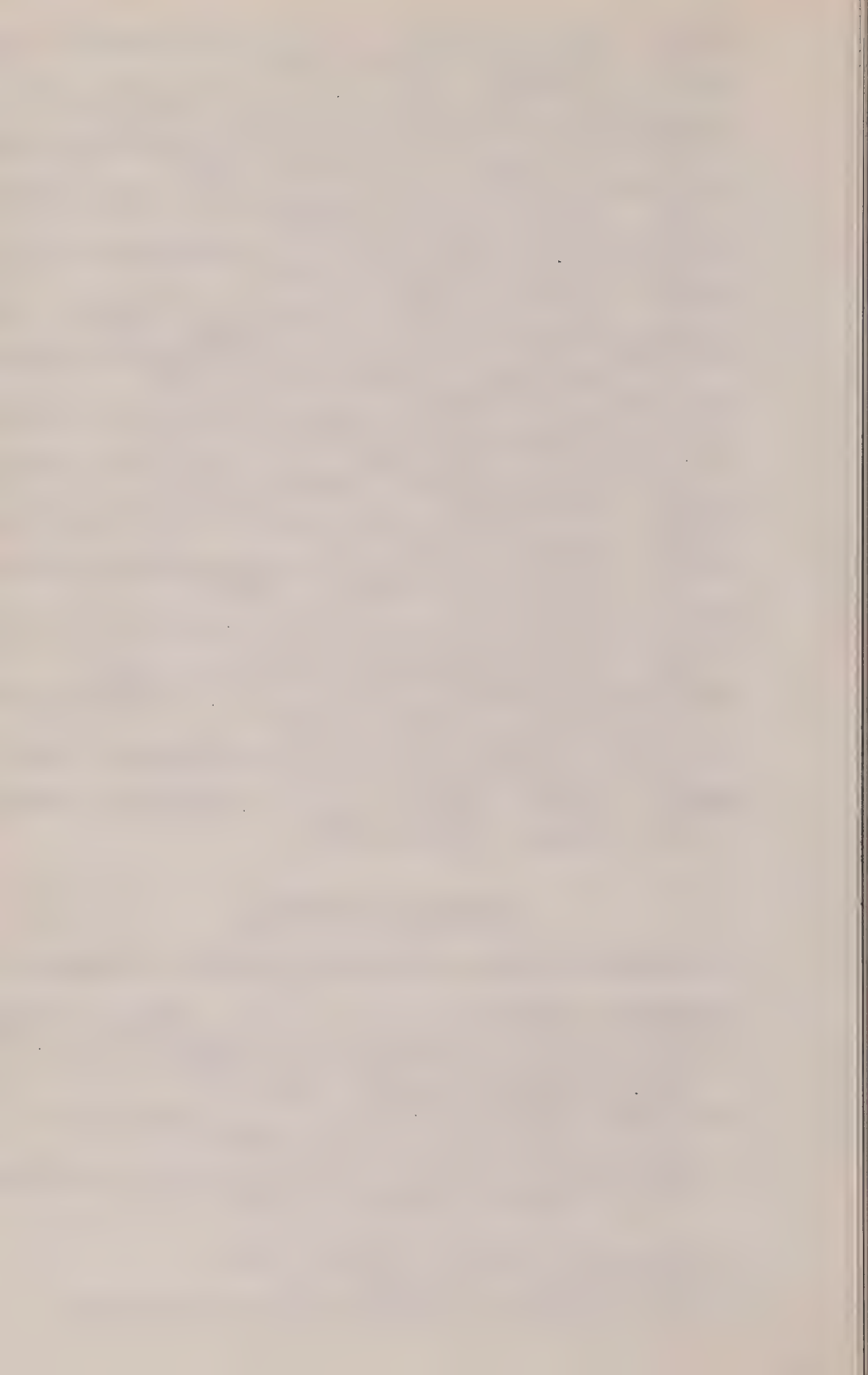
(Students who are not candidates for a degree.)

**BENSON, LEWIS V., a.w. Chicago, Ill.
 BENSON, PURNELL H., sp.a. Scarsdale, N. Y.
 B.A., Princeton University, 1935
 M.A., Harvard College, 1936
 *BRANTON, EMILY F., sp. Chicago, Ill.
 B.A., Kalamazoo College, 1928
 CHUNG, ANNA, A.W. Korea
 B.A., Rockford College, 1940

*Graduate student, Seminary Only

**Undergraduate, Seminary Only

-Undergraduate, admitted to the University



- *COOKE, MARY GRACE, w. Minden, La.
 A.B., Louisiana College, 1928
 A.M., Southern Methodist University, 1939
- DUFFENDACK, GRIL HARRIET, sp. ... Ann Arbor, Mich.
 B.S., University of Michigan, 1934
 M.A., The Chicago Theological Seminary, 1939
- *GANT, CHARLOTTE LOUISE, w. Chicago, Ill.
 B.A., Illinois College, 1937
- HADLEY, GRACE BRADBURY, w. Andover, Mass.
 B.A., University of Wisconsin, 1934
 M.A., The Chicago Theological Seminary, 1938
- *HARPER, ADA NOBLE, a. Greenfield, Mass.
 B.A., Baptist Missionary Training School,
 1940
- *HASHBERGER, HARRY HERSCHEL, a. Tippecanoe, Ind.
 A.B., Asbury College, 1938
- *KESSELRING, FLORENCE KLEINHENN, w. Malay States
 B.A., Maryville College, 1923
- **LOOMIS, HORACE BUEL, sp. Chicago, Ill.
 OLSON, EMMA, sp. Viroqua, Wis.
 Ph.B., The University of Chicago, 1925;
 M.A., 1931
- PALMER, SHIRLEY SHALE, w. ... Kalamazoo, Mich.
 B.A., Carleton College, 1939
- **PORTER, ALMA BLANCHE, a.w. Chicago, Ill.
 REGIER, MARIE JOANNA, sp. ... Whitewater, Kans.
 A.B., Bethel College, 1926
 M.A., The University of Chicago, 1936
- *REKAS, KAROL, sp. Obydow, Poland
 Diploma, Hochschule f. Welthandel at
 Vienna, Austria, 1924
 Diploma, Savonarola Seminary, Scranton, 1928
- **STEPHENSON, SHIRLEY JANE, sp. ... Seattle, Wash.
 TOM, YUK SAM, sp. Hongkong, China
 Ph.B., The University of Chicago, 1917;
 M.A., 1919; B.D., The Chicago Theological
 Seminary, 1921
- **UTTERBACK, RUTH H. sp.a.w. Chicago, Ill.
- **VAN BOSKIRK, IRENE CRISPENS, sp.w. Ann Arbor, Mich.
- *WHITEAKER, MARY KATHRYN, a. Columbia, Mo.
 B.A., Baptist Missionary Training School,
 1938
- YUKI, MITSUKO, sp.a.w. Tokyo, Japan



Photo by Alexander Ferguson

A Typical Audience for an Alden-Tuthill Lecture



A Book Exhibit during Ministers' Week

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Throughout these critical years, the Chicago Theological Seminary seeks not only to train ministers and religious workers for tomorrow but also to co-operate helpfully with the ministers who are actively at work today. To this end we provide the following forms of extension service:

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